

# Course Description Guide

## College Credit

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. There are many different opportunities/programs to do so.

**Early College-MHS & ICC dual credit (11-12):** Morton High School offers 9 Early College classes through ICC. These courses are taken at MHS and only offered based on student demand. 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/

| 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)                 |
| Economics 1 (11-12) .5                               | Economics 111 (3 credit hours)                     |
| Business Law (11-12) .5                              | Business 215 (3 credit hours)                      |
| Principles of Nutrition (11-12) .5                   | FCS 120 (3 credit hours)                           |

universities will accept Early College classes. Please check with potential schools, or your counselor, for transferring options.

**In order to take an Early College class, students must obtain one of the following: Score a >259 on Next Generation Reading OR 90 on the Reading Accuplacer OR 5 on the Writing Accuplacer OR 18 on the Reading ACT OR 480 on SAT Reading. \*Economics & AP Chem-H require a**

**qualifying math score in addition to Reading. Students may qualify for Economics based on their Algebra 1 score.**

## Special Schedule Opportunities

### Students earn credit for work done outside of MHS

**ICC Strong Start (12):** Available by application, see pg. 33-34. The student must have attained junior status to apply, 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. Student is required to take at least 3 MHS courses and 2 ICC courses each semester senior year.

**ICC Certified Nursing Assistant (CNA) Program/Health Occupations (11-12):** 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 tuition fees along with the additional cost of scrubs, a background check, and a drug screen. \*Taking the ICC online Medical Terminology course helps students hoping to gain entrance into this program.**

**ICC Emergency Technician/Fire Science Program (12):** This opportunity allows students to earn 16.5 credits toward the ICC EMS/FS program. A student will spend 3 hours doing course and clinical work outside of MHS (hours 1-3) and 4 hours at MHS.

**Fire Science Applied Science Degree:** <https://icc.edu/academics/catalog/academic-departments/health-careers/fire-science-technology/>

**Certificate:** <https://icc.edu/academics/catalog/academic-departments/health-careers/science-technology-certificate/>

**ICC Emergency Medical Services Program (12):** This opportunity allows students to earn 10.5 credits toward the ICC EMS program. A student will spend 3 hours doing course and clinical work outside of MHS (hours 1-3) and 4 hours at MHS.

<https://icc.edu/academics/catalog/academic-departments/health-careers/emergency-medical-technician/>

**ICC Welding Program (12):** This opportunity allows students to earn 12 credits toward the ICC Welding program. Two certifications, Production Welder and Welding Operator will be earned through this program.

<https://icc.edu/academics/catalog/academic-departments/agricultural-and-industrial-technologies/production-welder/>

<https://icc.edu/academics/catalog/academic-departments/agricultural-and-industrial-technologies/welding-operator/>

**Work-Based Learning (11-12):** 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. Construction is the only program offered at this time.

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.**

**Cooperative Work Program** (formerly 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 re-

sponsibilities of the consumer interacting with agriculture, business, labor unions, and government.

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

**ICC Psychology 110-**This course is offered for ICC credit only 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. Cost depends on number of students enrolled.

### **ICC ONLINE Course Opportunities**

ICC offers online courses for MHS students to gain college credit. These credits are not transferred back to Morton High School. Course offerings vary depend on ICC offerings and student demand.

**In order to be enrolled in these courses, students must...**

- 1. Be juniors or seniors. (Composition II requires 12th grade enrollment)**
- 2. Have the minimum prerequisite test score. See below for requirements per course.**
- 3. Apply to ICC at [icc.edu](https://icc.edu).**
- 4. Request the course during course registration.**
- 5. If registration has passed, students can contact their counselor for enrollment if timing is appropriate.**
- 6. Be responsible for the tuition of the course-determined by the amount of students enrolled in the course. The fee will be applied to a student's eFunds account. Payment MUST be paid in full by the end of the first week of that semester.**

### **Introduction to Psychology (Psych 110), 3 credit hours:**

**Prerequisite:** Either 480 on SAT Reading, 18 on ACT Reading, 90 on Reading Accuplacer, 5 on Writing Accuplacer, >259 Next Generation Reading.

Psychology is the scientific study of behavior and mental processes. This course will introduce the student to fundamentals of physiological psychology, sensation and perception, learning, emotions and motivation, and psychological disorders and their treatment. The role of research and the scientific method are emphasized throughout the course.

### **Medical Terminology (HLTH 121), 2 credit hours:**

**Prerequisite:** Accuplacer reading score 44 or greater; or equivalent reading placement score; or department approval.

This course is a study of terminology used in all areas of medical and paramedical specialties. Emphasis is placed on word-building techniques and understanding of typical medical reports. \*Taking the ICC online Medical Terminology course helps students hoping to gain entrance into the Health Occupations program.

### **COMPOSITION II (ENGL 111), 3 credit hours:**

**Prerequisite:** ENGL 110 (Expository Writing) with a grade of "C" or better.

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

### **CONCEPTS OF MATHEMATICS (MATH 110), 3 credit hours:**

**Prerequisite:** (1.) Approved reading placement score, or equivalent, and (2.) MATH 098 or completion of high school Algebra 2 with a grade of "C" or better or MATH 099 with a grade of "C" or better or appropriate placement score or department approval.

This course introduces the nature of mathematics through a study of elementary logic, set theory, statistics, geometry, and the mathematics of finance. The course will focus on mathematical reasoning and real-life problem solving. This is not intended to be a survey course or a math appreciation course.

### **INTRODUCTION TO BUSINESS (BUS 110), 3 credit hours:**

**Prerequisite:** Either 480 on SAT Reading, 18 on ACT Reading, 90 on Reading Accuplacer, >5 Writing Accuplacer, >259 Next Generation Reading.

This course covers the factual and informational survey of business designed to give the student a background for understanding the principles and practices governing the operation of modern business.

### **AN INTRODUCTION TO SOCIOLOGY (SOC 110), 3 credit hours:**

**Prerequisite:** Either 480 on SAT Reading, 18 on ACT Reading, 90 on Reading Accuplacer, >5 Writing Accuplacer, >259 Next Generation Reading.

This course utilizes the approaches of functionalism, conflict theory, and interactionism to analyze the structures and processes of group life from a scientific perspective. Major areas of inquiry include: theory and methodology, culture, social organizations, socialization, groups, institutions, formal organizations, collective behavior, and social change.

### **ART APPRECIATION (ART 110), 3 credit hours:**

**Prerequisite:** Either 480 on SAT Reading, 18 on ACT Reading, 90 on Reading Accuplacer, >5 Writing Accuplacer, >259 Next Generation Reading.

This course is a survey of the visual arts, exploring the nature, language and history of art, in relation to cultural, humanistic, and aesthetic values. Lectures are reinforced by written assignments, presentations, gallery visits, critical evaluations of art, and introductory art experiences. This course is acceptable for Humanities credit in the area of Fine Arts. It is intended for general studies of non-majors.

### **Additional Information**

**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. Students are exempt the season of the sport. Sophomores may also take a PE exemption based on athletic participation at the 10th grade level.
  - 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 a special schedule: CHI, CNA-ICC, Construction-WBL, Welding-ICC, EMS/EMT-ICC, or Strong Start-ICC 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

|                  |              |             |
|------------------|--------------|-------------|
| <b>Sophomore</b> | 5.0 credits  | 2 semesters |
| <b>Junior</b>    | 8.5 credits  | 4 semesters |
| <b>Seniors</b>   | 13.0 credits | 6 semesters |

be eligible for honor or high honor rolls.

|                       |             |
|-----------------------|-------------|
| <b>Period 1</b>       | 8:00-8:46   |
| <b>Period 2</b>       | 8:51-9:37   |
| <b>Period 3</b>       | 9:42-10:28  |
| <b>Period 4</b>       | 10:33-11:19 |
| <b>Period 5</b>       | 11:24-12:45 |
| <i>lunch</i> <b>A</b> | 11:24-11:54 |
| <i>lunch</i> <b>B</b> | 11:50-12:20 |
| <i>lunch</i> <b>C</b> | 12:15-12:45 |
| <b>Period 6</b>       | 12:50-1:36  |
| <b>Period 7</b>       | 1:41-2:27   |
| <b>Potter Hour</b>    | 2:32-3:00   |

**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 awarded 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:

**Daily Schedule:**

**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-Construction, ICC-CNA, 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.

<https://docs.google.com/spreadsheets/d/1C1eNGFo6uvTfasrBM7pwyR7UMrAyteWe-LBqIa2pUNUg/edit?usp=sharing>

**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.

| 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<br><i>*All students must enroll in at least one of these courses for credit. No proficiencies out of the credit will be permitted.</i><br>Currently, those courses that meet these minimum requirements are:<br>1. Communications (I.T. Dept.)<br>2. Multimedia Design (I.T. Dept.)<br>3. Computer Applications (Bus. Dept.)<br>4. Desktop Publishing (Bus. Dept.)<br>5. PLTW classes – IED, POE, DE, CEA, and CIM. Student must complete the entire year long course<br>6. AP Computer Science Principles |
| Total: 20 credits required for graduation |  |

**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.

**Division I** eligibility: <http://www.ncaa.org/student-athletes/play-division-i-sports>

**Division II** eligibility information: <http://www.ncaa.org/student-athletes/play-division-ii-sports>

**\*What are the courses that are not approved by the NCAA clearinghouse at MHS?**

<http://www.ncaa.org/student-athletes/future/core-courses>

**Denied MHS Courses:** Drama, Algebra 1A, Informal Geometry, Algebra with Career Applications.

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

## Graduation Requirements

**\*\*College admissions requirements may defer from MHS graduation requirements. Please use this resource for a state universities at a glance resource:**

<https://www.iacac.org/wp-content/uploads/At-A-Glance-Charts-2020.pdf>

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:

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

## Graduation Plan:

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

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

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

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

| WGPA | 4.0 conversion |
|------|----------------|
| 45   | 5              |
| 44   | 5              |
| 43   | 5              |
| 42   | 5              |
| 41   | 5              |
| 40   | 5              |
| 39   | 5              |
| 38   | 4.875          |
| 37   | 4.75           |
| 36   | 4.625          |
| 35   | 4.5            |
| 34   | 4.375          |
| 33   | 4.25           |
| 32   | 4.125          |
| 31   | 4              |
| 30   | 3.875          |
| 29   | 3.75           |
| 28   | 3.625          |
| 27   | 3.5            |
| 26   | 3.375          |
| 25   | 3.25           |
| 24   | 3.125          |
| 23   | 3              |
| 22   | 2.875          |
| 21   | 2.75           |
| 20   | 2.625          |
| 19   | 2.5            |
| 18   | 2.375          |
| 17   | 2.25           |
| 16   | 2.125          |
| 15   | 2              |
| 14   | 1.875          |
| 13   | 1.75           |
| 12   | 1.625          |
| 11   | 1.5            |
| 10   | 1.375          |
| 9    | 1.25           |
| 8    | 1.125          |
| 7    | 1              |

| <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               |





# 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.

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

Prerequisite: Art 1 and Art 2

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

## 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.

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

Prerequisite: Introduction to Business or Sports Entertainment Marketing

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.

## 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 I

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)

Prerequisite: See page 1 for prerequisite testing required.

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.

***This is a Dual Credit/Early College-MHS class with Business 215 at Illinois Central College (3 credit hours).***

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.

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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: See page 1 for prerequisite testing required.

(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 a Dual Credit/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.

Cooperative Work Program (formerly C.H.I) 12  
(2 CREDITS: 1 CREDIT CLASSROOM; 1 CREDIT JOB)

Prerequisite: Course work related to area of interest is recommended

Cooperative Work Program 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

# Computer Science

AP COMPUTER SCIENCE PRINCIPLES – HONORS 10-11-12 (1 CREDIT).    *Meets Technology 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.**

AP COMPUTER SCIENCE A - HONORS 11-12 (1 CREDIT)    *Meets Technology Credit.*  
Prerequisites: Completion of AP Computer Science Principles or consent of the department

AP Computer Science A is equivalent to a first-semester, college-level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, data structures, algorithms, analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using the Java language.

# 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.

## CULINARY ARTS INTERNSHIP                      10-11-12 (1/2 CREDIT)

Prerequisite: Successful completion of Foods 1 (80% or above) or instructor approval

This course provides students with a hands-on, technical skill in the culinary arts through instruction and commercial kitchen experiences. Food service skills will be developed throughout the course using correct commercial kitchen terminology, culinary math and daily food preparation. The students will also have the opportunity to participate in recipe development for the cafeteria as well as learn front of the house skills. Students will be certi-

fied as food handlers and have the opportunity to take the Servsafe Food Manager's' certificate.

## PRINCIPLES OF NUTRITION                      11-12 (1/2 CREDIT)

Prerequisite: See page 1 for prerequisite testing required.

This course is a study of scientific principles related to nutrition. It covers the role of specific nutrients, their sources, the role they play in digestion, absorption, metabolism and nutritional requirements of individuals during different stages throughout their lifecycle. This course is a requirement for many degree programs in the healthcare field, such as nursing, physical therapy, dental hygiene, health sciences and athletic training/exercise science, as well as degree programs in hospitality, food science and human development. For those students that have not decided on a degree program, taking this course during high school may help to spark an interest in them to pursue a career in the health industry or other degree program mentioned above.

***This is a Dual Credit/Early College-MHS class with FCS 120 Principles of Nutrition at Illinois Central College (3 credit hours).***

## 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. Enrollment in the course is based on birthdate order.

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 wellness. 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 recreational 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.

## ATHLETIC WEIGHT LIFTING 10-11-12 (1/4 CREDIT PER SEMESTER)

Prerequisite: At least 1 semester of regular PE class

Athletic Weight Lifting is an athletic based training program that is aimed at enhancing athletic performance. Students will focus on building overall strength, flexibility, functional (athletic) movements, and coordination. You do not have to be a MHS athlete to enroll in this course.

## PERSONAL FITNESS (formerly S&C) 10-11-12 (1/4 CREDIT PER SEMESTER)

Prerequisite: At least 1 semester of regular PE class

Personal Fitness is focused on creating habits to lead a healthy lifestyle. The primary focus of this course is on improving overall fitness through resistance training. Students will participate daily in activities aimed at improving muscular strength, muscular endurance, body composition, core strength, flexibility, and cardiovascular endurance,



# Technology Education and Engineering

## GRAPHIC COMMUNICATIONS 1      9-10-11-12 (1/2 CREDIT)    Meets Technology

*Credit*

Prerequisite: None

This course is an introduction to present-day tools and methods in how these systems affect our lives. The course consists of the study of digital photography and image manipulation with special effects (Adobe Photoshop), desktop publishing (Adobe InDesign), digital illustration, design and pattern creation (Adobe Illustrator) and vinyl graphics assembly (LXI Professional). Activities include: scanning and manipulating images, photographing objects, people and scenes, learning how to generate special effects and using filters, arranging and assembling a digital magazine/newspaper for the iPad/web, creating specialized graphics that could be used for clothing, design projects, and the Internet. 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, game designer, video production specialist, offset printing and management, advertising designer, web page developer, and many other related fields that involve the use of graphics and imagery.

**This course is open to all students and is a “Step 1 (of 3)” towards Adobe Certification in Adobe Photoshop, Adobe Illustrator and/or Adobe InDesign.**

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

Prerequisite: Graphic Communications I or Multimedia

This course is an advanced study in electronic design and digital illustration that is continued from Graphic Communications I and/or Multimedia for students who wish to expand their knowledge in the field of Computer Graphics, Animation and Video Editing. The Graphic Communications II student will design and develop a wide array of images, effects, and graphics from business cards to movie posters, website interfaces to video titles, animation sprites, backgrounds and graphics for games, pattern design, special effects (FX) for print and full motion video. Graphic Communications II is a course that is centered on the student who wishes to pursue a career in the field of graphic design, game design as well as video production and animation.

**This course is open to all students and is a “Step 2 (of 3)” in the Adobe Certification Process**

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

Prerequisite: None

Multimedia is a course aimed at meeting the needs of students who wish to engage in a future of creating and producing computer designed graphics, website development projects, video creation, animation, digital music and sound design. Students will learn the fundamentals of frame-by-frame animation (Adobe Photoshop/Illustrator) and fluid “tween” animation (Adobe Flash/Animate), WYSIWYG/HTML website design, prototyping and devel-

opment (Adobe Dream Weaver/Adobe Muse/Adobe XD), video capture and editing using non-linear video editing software (Adobe Premiere) and techniques, special effects and post-production for video (Adobe After Effects), sound design and digital music creation (Adobe Audition/FL Studio) with multi-track recording and MIDI sequencing.

**This course is open to all students and is a “Step 1 (of 3)” towards Adobe Certification in Adobe Premiere, Adobe Illustrator and/or Adobe DreamWeaver.**

## DIGITAL PHOTOGRAPHY 10-11-12 (1/2 CREDIT)

Prerequisite: Graphic Communications 1

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.

## INTRODUCTION TO SKILLED TRADES

9-10-11 (1/2 CREDIT)

Prerequisite: None

This course serves as the introductory course to the three career tracks of automotive/diesel technician, construction trades, and welding/fabrication. This course will consist of three project-based units as well as one general unit on career opportunities in the skilled trades. All three project-based units will contain all pertinent safety curriculum for all three METT career tracks.

## PRODUCTION CARPENTRY

10-11-12 (1/2 CREDIT)

Prerequisite: None

This course introduces students to the basic design and fabrication of residential cabinetry and custom furniture. The course also exposes students to the millwork and millwright industry. Instruction includes safety practices in using hand tools and power equipment.

## TRANSPORTATION TECHNOLOGY

10-11-12 (1/2 CREDIT)

Prerequisite: None

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

AUTOMOTIVE TECHNICIAN                      10-11-12 (1/2 CREDIT)

Prerequisite: 77 or better in Transportation Technology

**\*\*Students must have a valid driver's license before the start of class\*\***

Automotive Technician is a course, which includes a study of the operation, maintenance, and re-pair 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, drivetrain 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 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 in this course have the opportunity to obtain a nationally recognized ASE Student Certification.

CONSTRUCTION TRADES 1                      11-12 (1/2 CREDIT)

Prerequisite: Energy Utilization and Home Repair or instructor approval

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

CONSTRUCTION TRADES 2                      11-12 (1/2 CREDIT)

Prerequisite: Energy Utilization and Home Repair or instructor approval

This course provides learning experiences related to the erection, installation, maintenance, and repair of building structures and related utilities. Student technical skill experiences include instruction and activities in safety principles and practices, performing maintenance control functions, joining pipes, building water distribution lines and drains, installing and maintaining plumbing fixtures and systems, installing switch and outlet boxes, light fixtures, service entrances, roughing in and trimming out electrical devices and appliances, preparing foundations and footings, constructing residential chimneys and fireplaces, laying, jointing and pointing brick, and advanced building and construction methods and 243 codes. All learning experiences are designed to allow the student to acquire job-entry skills and knowledge.

FABRICATION 1                                      11-12 (1/2 CREDIT)

This course assists students in gaining the knowledge and developing the basic skills needed to be successful in welding technology. Units of instruction include arc, TIG and MIG weld-

ing, metallurgy, cutting metal using arc, plasma, and oxy-gas. In addition, students learn the basics of blueprint reading, precision measuring, layout, and production process planning.

FABRICATION 2 (11-12)                      11-12 (1/2 CREDIT)

This course builds on the skills and concepts introduced in Welding Technology I and provides more in-depth skill development in various types of welding including horizontal, vertical, overhead, and circular techniques. Students also explore the use of robotic and automated production welding.

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:

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 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 11-12 (1 CREDIT) PLTW Course

*Meets Technology Credit* (Potential College Credit)

Prerequisite: POE

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 11-12 (1 CREDIT) PLTW

Course

*Meets Technology Credit* (Potential College Credit)

Prerequisite: POE

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)

Prerequisite: IED

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 11-12 (1 CREDIT) PLTW Course

Prerequisite: POE

*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.

ENGINEERING DESIGN & DEVELOPMENT 12 (1 CREDIT) PLTW Course

Prerequisite: DE, CEA, or CIM

*Meets Technology Credit* (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. **PLTW Capstone Course**

# 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 course is organized thematically and ties the survey of American literature to topics that are intended to relate to students’ lives and present-day American experience. Within the thematic units of study, students will get a sampling of literature beginning with the Colonial period and continuing through time to modern American prose, poetry and drama. This course helps the students become aware of the changing values of Americans. Through renowned works of outstanding American authors, the students gain 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 as a

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, and writing that connects the literature to the students' personal lives and attitudes. 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 see page 1 for prerequisite testing required.

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 a Dual Credit/Early College-MHS class with Communication 110 at Illinois Central College (3 credit hours).***

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

Writing Elective

Creative Writing is a one-semester course designed to empower senior students to find their voices and share their work as writers. The major objectives of the course are for students to develop a distinctive writing style for telling their own stories and to recognize the writing techniques that go into other creative media in the 21st century. Each week students will craft different pieces and study authors across a variety of genres, including personal narratives, digital stories, poetry, children's books, short stories, and film adaptations.

#### 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: See page 1 for prerequisite testing required.

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 a standards-based focus, 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 a Dual Credit/Early College -MHS class with Composition 110 at Illinois Central College (3 credit hours).***

#### BROADCAST JOURNALISM – STANDARD 12 (1/2 CREDIT)

Writing Elective

This course is a professionally-oriented, standards-driven media course intended for students wanting to explore their learning within the Broadcast Journalism program. Student-focused and employer-desired 2025 skill sets such as project management, active learning, creativity, technology use, and design serve as the drivers of this program. This course may be repeated for additional credit. Furthermore, the Illinois State Board of Education has established that communication, adaptability, and teamwork are essential employability competency statements.



REFLECTIVE READING– STANDARD 12 (1/2 CREDIT)

Prerequisite: Language Arts 11/American Studies

The Reflective Reading experience will cover foundational work of American literature while exploring more modern texts. Students will read approximately ten books through whole-class novels and literature circles. Students will have choice in their reading material within parameters of the library. The coursework will include quizzes, tests, and writing assignments over varying genres: dystopian, coming-of age, science fiction, historical narrative, memoir, and mystery.

REFLECTIVE READING – HONORS 12 (1/2 CREDIT)

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

The Reflective Reading-Honors course is an in-depth study of novels, literary criticisms, and memoirs from the 1800s to the present. The course consists of reading books and supplemental materials. Using various critical theories, students will critique and analyze the social, cultural, and artistic implications of literature. Students will read various pieces while questioning the literary canon, master narrative, and current ideologies. A culminating piece will be published online to reflect the student's understanding of the literature, time periods, and literary criticisms covered in class.

WORLD LITERATURE – STANDARD12 (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.



COLLEGE PREPARATORY ALGEBRA WITH TRIGONOMETRY - STANDARD 11-12

(1 CREDIT)

Prerequisite: Algebra 2 Standard with C or higher, or consent of department

This course is designed to assist students in acquiring a more thorough knowledge and proficiency in Algebra. This course is ideal for seniors looking for a fourth year of standard level mathematics or for juniors as a bridge between Algebra 2 Standard and Pre-Calculus Honors. Topics covered are: graphing and analyzing polynomial, rational, root, logarithmic, and exponential functions, trigonometric functions and identities, systems of linear equations and matrices. Additional topics could include sequence, series, and conics. This course is NOT intended for students who have successfully completed Pre-Calculus. 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.

TRANSITIONAL MATH-QL

12 (1 CREDIT)

This transitional course is for high school seniors who have already earned three credits of high school mathematics. The curricular objectives are not new to the high school curriculum, but the instructional approach is different. Students must work through highly contextualized tasks with an emphasis on authentic applications. The course will focus on developing mathematical maturity through problem solving, critical thinking, data analysis, and writing and communication of mathematics. Mathematics will be studied through the following instructional units: Personal Finance, Statistics and Predictions in Everyday Life, Constructing our World, and Math in Decision Making. 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 I 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

# 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.

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

Recommended prerequisites: A basic understanding of music notation.

Everyone enjoys listening to music, but not even advanced musicians can always articulate why this particular art form has so gripped the human species for as long as we've walked the planet. In this class, we will explore how music, the process of organizing sound, is structured in basic and complex patterns. Through the study of rhythm, melody, and harmony, the analysis of examples from historic and current music masters, and the critical emphasis on ear training, students will leave this class with a thorough understanding of how and why music works! This class will prepare students to take the AP Music Theory, though this is not a requirement of students who take the class.

#### 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 STRINGS (1 CREDIT)

The purpose of this class is to provide students the fundamentals of string technique and performance through level-appropriate repertoire. Foundation level theory, advanced string techniques, and performing/rehearsal practices will be taught in this class, and students are strongly encouraged to practice independently and to take private lessons outside of class time. Students are required to attend all outside of class performances.

#### SYMPHONIC STRINGS (1 CREDIT)

The purpose of this class is to provide students with the opportunity to perform professional-level string orchestra repertoire through independent engagement and collaboration with their peers. Foundation level theory, advanced string techniques, and performing/rehearsal practices are expected of each student independently. Students are expected to practice independently, and private lessons outside of class time are strongly encouraged. Students are required to attend all outside of class performances.

#### 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.

# Psychology

## AP PSYCHOLOGY 11-12 (1 CREDIT)

Prerequisites: There are no prerequisites for AP Psychology. Students should be able to read a college-level textbook and write grammatically correct, complete sentences. Anatomy and Physiology is highly recommended to help with the science units.

The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatments of psychological disorders, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas.

### College Course Equivalent:

Proficiency on the AP Psychology exam is designed to be the equivalent of the Introduction to Psychology course usually taken during the first college year.

# 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, and standard microscope work 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: Biology Standard or Honors & Algebra I with a minimum grade of C.

This two-semester chemistry course is designed to be an introduction to the basics of chemistry, for those who are not planning on majoring in biology, chemistry, or engineering. The course is designed to take an NGSS energy-centered approach to atomic interactions and uses energy to connect to biology, physics, and earth science, in addition to everyday applications. The concepts in this course are taught through laboratory activities, guided notes, group collaborative activities, and scaffolded mathematical applications, with an emphasis on trends and relationships. The units for this course are as follows:

Energy & Forces, Matter, the Atom, Electrons, the Periodic Table, Nomenclature, the Mole & Stoichiometry, Molecular Compounds, Energy & States of Matters, Solutions, Equilibrium & Reaction Rates, Redox, and Nuclear Chemistry.

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

Prerequisite: Biology Standard or Biology Honors

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. See page 1 for prerequisite testing required.

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 a Dual Credit/Early College-MHS class with EASC 116 at Illinois Central College (4 credit hours).**

## METEOROLOGY AND SPACE SCIENCE 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. See page 1 for prerequisite testing required.

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 a Dual Credit/Early College-MHS class with PHYSC 114 at Illinois Central College (4 credit hours).**

CONCEPTUAL PHYSICS 11-12 (1 CREDIT)

Prerequisite: Algebra I (or equivalent with a minimum grade of C), Two Years of Science 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. 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**

ANATOMY AND PHYSIOLOGY 11-12 (1 CREDIT)

Prerequisites: successful completion of standard or honors biology and standard or honors chemistry

Anatomy and physiology is designed for those students seeking a career in the medical field. Students follow a traditional curriculum beginning with cells and tissues, then progressing through a study of each body system. The content is rich with vocabulary and medical terminology. Students will participate in lab activities and case studies. Students will be expected to dissect as a part of this class.

AP PHYSICS 2-HONORS 12 (1 CREDIT)

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

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) or Chemistry-Standard with an A, Math through Algebra II-Standard, Physics is strongly recommended. See page 1 for prerequisite testing required.

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.

***This is a Dual Credit/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 Honors or Standard, Chemistry Honors or Standard (combined B average), Physics is strongly recommended, One Science class MUST be honors.

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. Performance in Elements may impact World Geography placement (teacher discretion).

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 to-

day. 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)

Prerequisite: None

The purpose of the AP World History course is to develop greater understanding of different cultures and societies and their interactions. The course includes cause and effect and comparisons as well as change and continuity of major cultures in Africa, the Americas, Asia, and Europe from 1200 CE to the 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 may earn college credit by showing proficiency on the 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: See page 1 for prerequisite testing required.

This course should not be confused with Consumer Education)

This course is a study of economic institutions and principles emphasizing Fundamental and Micro-economic 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 a Dual Credit/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. See page 1 for prerequisite testing required.

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 a Dual Credit/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 2022-23 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 2022-23 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 22-23 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 (PHYSC 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), and Business Law (BUS 215).

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 textbooks and fees. To review current cost: <https://icc.edu/admissions/paying-for-college/tuition/>

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 2022-23 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?**

Students are strongly advised to contact the ICC transfer assistance center to determine how credits will transfer. To determine whether a course will transfer students can take the following steps. 1) Use ICC's transfer planning resources ([www.icc.edu/students/transfer-planning/](http://www.icc.edu/students/transfer-planning/)). 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.**