MISSION STATEMENT
The mission of the Champaign Unit #4 School District, in partnership with the community, is to guide all students in gaining knowledge, skills, and attitudes necessary to direct their lives, improve a diverse society, and excel in a changing world by providing dynamic, resource-rich learning environments and experiences in which people and lifelong learning are valued.
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BOARD OF EDUCATION, ADMINISTRATION & COUNSELORS

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Amy Armstrong | Vice President
Kathy Shannon | Secretary
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Bruce Brown | Board Member
Kathy Richards | Board Member
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Angi Franklin | Director of Teaching, Learning, and Student Engagement
Dr. Elizabeth deGruy | Director of Special Education
Viodelda Judkins | Director of ESL and Bilingual Education
Michael Lehr | Director of Secondary Teaching and Learning

CENTENNIAL HIGH SCHOOL
Charles Neitzel | Principal
Kendra Bonam | Associate Principal
Kaleb Carter | Assistant Principal
Scott Chedister | Assistant Principal
Liza Thomas | Assistant Principal
Tony Millard | Assistant Principal for Athletics and Facilities
Mia Lavizzo | Dean of Students
Aaron Chun | College and Career Counselor
Anna Covey | School Counselor
Patricia Johnson | School Counselor
Jiwon Lee | School Counselor
Ryan Remole | School Counselor

CENTRAL HIGH SCHOOL
Joe Williams | Principal
Iris Jun | Associate Principal
Derrick Cooper | Assistant Principal
Sarah Long | Assistant Principal
Bryan Yacko | Assistant Principal
Jane Stillman | Assistant Principal for Athletics and Facilities
Dara’ Fenner | Dean of Students
Jennifer Nigg | School Counselor
Brandi Pelmore | School Counselor
Janet Rodgers | School Counselor
Kate Sly | School Counselor
Anthony Tanner | College and Career Counselor

NOVAK ACADEMY
Danielle Cook | Administrator
Shevon Brown Walker | School Counselor
EARNING A UNIT 4 HIGH SCHOOL DIPLOMA

In this handbook, you will find brief descriptions of the courses offered at Champaign Central and Centennial High Schools. The two high schools follow a similar curriculum, though not all courses are offered at both schools. Students may obtain permission from the Content Area Chair to enter a course without the listed prerequisite if the student’s out-of-school experiences provide the needed proficiency. Listed courses may not be offered if registration numbers for a particular class are low. If you have any questions about the material included in this handbook, please contact the following offices at each school:

**Centennial High School:** Counseling Center | (217)351-3963  
**Central High School:** Counseling Center | (217)351-3922

### Graduation Requirements

<table>
<thead>
<tr>
<th>Subject</th>
<th>Requirement</th>
</tr>
</thead>
</table>
| **English**           | **4 Credits**  
Credit in 8 semesters of English, including:  
Freshmen: 103 or 105  
Sophomores: 203 or 205  
Juniors: 303, 305, 307, or 310  
Seniors: 307, 310, 403, 404, 405, 406, 407, or 408 |
| **Social Science**    | **3 Credits**  
Freshmen: 460 (1/2 credit)  
Sophomores: 551 or 851 (1 credit)  
Juniors: 652 or 852 (1 credit)  
Seniors: 660 or 855 (1/2 credit)  
Passing score on examinations covering the U.S. Constitution, Illinois Constitution, Declaration of Independence, Pledge of Allegiance, proper handling of the flag and voting methods. |
| **Mathematics**       | **3 Credits**  
CLASSES OF 2020-21  
CLASSES OF 2022 & BEYOND  |
| **Science**           | **2 Credits**  
1 credit: Biology  
1 credit: Physical Science  |
| **Physical Education**| **3.5 Credits** (1/2 credit per course)  
A passing grade in Safety (Driver Education classroom instruction) is required. To be eligible for driver education, a student must have earned passing grades in a minimum of 8 courses during the previous two semesters. |
| **Health**            | **.5 Credit** |
| **Consumer Education**| **.5 Credit**  
Personal Finance, Economics, or AP Macroeconomics |
| **Electives**         | **5.5 Credits** |
| **SAT**               | District administered SAT required by the State of Illinois. |
| **TOTAL**             | **22 Credits** |
Class Designations

Students are assigned a class designation based on the number of credits completed by the beginning of each school year. One credit is equal to two semesters of coursework. Class designations are not based solely on the number of years in attendance, and we do not reclassify at the end of the first semester. These designations provide important information to students, parents, and school personnel regarding student progress toward graduation.

Criteria for Class Designation:
- Sophomores: 5.0 credits
- Juniors: 10.0 credits
- Seniors: 15.0 credits and completion of SAT

Early Graduation

In most cases, students are encouraged to stay in high school the full four years. In some cases, however, it may be beneficial to the student to graduate as soon as the graduation requirements are met. The student who wishes to graduate early must submit a parent approval form to the counselor by March 1 of the year prior to the student’s intended graduation year. If the student intends to graduate after first semester of their senior year, the form should be submitted by March 1 of their junior year; if after their junior year, by March 1 of their sophomore year. Seniors who fulfill graduation requirements at the end of the first semester and junior graduates may participate in the spring graduation exercises. Students contemplating graduation after junior year are encouraged to take an ACT, SAT, or PSAT/NMSQT during their sophomore year to remain eligible for state and national recognition/scholarship programs.

Transfer Students

Students who transfer to Champaign Central or Centennial High School will have the official transcript from their previous school(s) reviewed by the counselor. Courses that directly match up to courses offered in Unit 4 are placed on the transcript. When there is not a comparable course in the Unit 4 Curriculum Handbook, a course is defined in the student management system and appropriate credit assigned. Examples of this could be religion courses, world language courses (e.g. Russian), etc.

Students transferring in who have taken college/university courses will only receive Unit 4 credit for those courses if the courses correspond with the Parkland College course taught on our high school campus. Please refer to page 13.

For honors credit:
- The course must be designated as an honors course in Champaign Unit 4 or recorded as an AP course on the official transcript.
- The maximum number of honors credit awarded is:
  - 9th grade – 5.0 credits
  - 10th, 11th, and 12th grades – 6.0 credits

Alternate Ways to Earn Unit 4 High School Credit

Credit toward graduation may be earned by attending high school level summer school. Unit 4 courses scheduled during the summer are determined by enrollment. Registration for summer school begins in early April.

Credit for a failed course may be recovered by completing online courses through Illinois Virtual School (IVS). Only academic level credit will be awarded for these courses. Approval by the principal/associate principal is required by June 1st for summer school courses. Students are responsible for tuition and books.

High School credit may also be earned by completing college or university courses. Please see pages 13-15 regarding ways to receive dual credit in college/university courses prior to high school graduation.
For students who took Accelerated Geometry prior to entering high school, we acknowledge that Unit 4’s honors math curriculum culminates with the completion of AP Calculus BC.

- Students who have successfully completed AP Calculus BC may enroll in Calculus III at a college/university.
- Students who have successfully completed Calculus III may then enroll in any class that has a prerequisite of Calculus III.
- In order to earn Unit 4 credit in these two specific instances, the course must count as one of the seven classes taken during the semester. (The course cannot be taken as an eighth class.)
- Students will earn 0.5 honors credit for the successful completion of the courses in each of the two specific instances.

The examples below will illustrate when Unit 4 credit is awarded for Calculus III and when it is not awarded.

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior English</td>
<td>A</td>
<td>.500</td>
</tr>
<tr>
<td>Am. Government</td>
<td>A</td>
<td>.500</td>
</tr>
<tr>
<td>PE</td>
<td>A</td>
<td>.500</td>
</tr>
<tr>
<td>AP Physics*</td>
<td>A</td>
<td>.500</td>
</tr>
<tr>
<td>Spanish IV*</td>
<td>A</td>
<td>.500</td>
</tr>
<tr>
<td>Orchestra</td>
<td>A</td>
<td>.500</td>
</tr>
<tr>
<td><strong>Calculus III</strong></td>
<td></td>
<td><strong>.500</strong></td>
</tr>
</tbody>
</table>

**Student #1:**
0.5 honors credit awarded for Calculus III

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior English</td>
<td>A</td>
<td>.500</td>
</tr>
<tr>
<td>Am. Government</td>
<td>A</td>
<td>.500</td>
</tr>
<tr>
<td>PE</td>
<td>A</td>
<td>.500</td>
</tr>
<tr>
<td>AP Physics*</td>
<td>A</td>
<td>.500</td>
</tr>
<tr>
<td>Spanish IV*</td>
<td>A</td>
<td>.500</td>
</tr>
<tr>
<td>Orchestra</td>
<td>A</td>
<td>.500</td>
</tr>
<tr>
<td>AP Chemistry*</td>
<td>A</td>
<td>.500</td>
</tr>
<tr>
<td><strong>Calculus III</strong></td>
<td></td>
<td><strong>.000</strong></td>
</tr>
</tbody>
</table>

**Student #2:**
0.5 honors credit NOT awarded for Calculus III
We hope that parents will be actively involved in planning their student’s high school schedule. Please carefully consider the admission requirements for four-year colleges, community colleges, technical schools, apprenticeship programs, or other post-high school opportunities when making course selections. A general guide to four-year college and NCAA eligibility requirements is included in this handbook on page 16-21. Counselors at both schools are available to provide support as you make your selections.

**Schedule for Full Time Enrollment**

Students are required to register for five academic classes and PE each semester for a total of six classes. Students are required to have a lunch period and may not take a course in place of lunch. Students are strongly encouraged to pursue a rigorous course of study and to take a seventh class each semester.

**Calendar for Course Selection**

- **December** – Teachers make course recommendations; course selection begins
- **February 1** – Dual Credit applications due to College & Career Center
- **February 15** – Final day for course selection changes (with the exception of course level changes)
- **June 1** – Final day to request course level changes prior to completion of the first course unit

**Schedule Adjustments**

The decision to take a course is an important one. Students should carefully consider their educational and career goals while developing their program of study. Parents are encouraged to review their child’s course selections and to be involved in course selection. Based on student requests, the district makes staffing decisions and associate principals design master schedules for each building. Once a master schedule is in place, schedule changes must be kept to an absolute minimum due to concerns regarding appropriate staffing and class size balance. Students may request schedule changes during the first five days of the semester, but the change will only be granted for the most compelling reasons which may include: 1) a student needs a course required for graduation; 2) a student has already earned credit in a class that is scheduled; 3) a student needs to retake a course due to failure; or 4) a student carefully reconsiders their career interest and a course that is directly applicable to that path is available. Students may withdraw from a course without penalty during the first nine weeks of the semester or with consent of the principal after the first nine weeks.

A cooperative home and school partnership is critical to the academic success of your child. Parents have a right to:
- make final decisions regarding their child’s initial course selections
- have their child evaluated for different level classes during the school year (if appropriate)

**Course Level Changes**

Course level changes may be considered in the first half of the first semester of a course. For a full-year course, level changes may also be considered during the first five days of the second semester.

The following criteria must be met for a course level change request to be considered:
- Student must have attended class 80% of school days;
- Student must have completed a full course unit including assessment;
- Student must have completed 80% of formative assignments;
- Student must have completed all major/summative assignments;
- Student must have completed reteach/retake for major/summative assignments if grade was 72% or below; and
- Student must have participated in advisory or tutorial/lab supports available for impacted subject area.

Course level changes that do not meet all of the above criteria may be considered in case of extenuating circumstances.

**Course Withdrawal**

The following criteria must be met for a course withdrawal request to be considered: Student must maintain full-time enrollment – minimum of six classes (including PE), and for core courses, students must have previously fulfilled graduation requirements by course considered for withdrawal. Course withdrawal requests that do not meet these requirements will only be considered in cases of extenuating circumstances. Additional considerations include: length of course enrollment; student attendance; formative assignment completion; major/summative assignment completion; reteach/retake completion; and use of tutorial, advisory, and lab supports. See page 7 regarding withdrawal grades, as well.
GRADING

A final grade is assigned at the end of each semester for each course. Semester grades and credits earned are recorded on the student transcript. Students earn 0.5 credit per semester for each passing grade in a course. Students approved to take online courses must complete the coursework in the same semester they began the coursework in order to earn Unit 4 high school credit.

Conditional (CO) Grade

A conditional (CO) grade may be given to a student at the end of the first semester in year-long courses (i.e. Algebra 334) where successful completion of second semester course work demonstrates an understanding of first semester material. Teachers may use this option if they believe the student will pass the second semester. A conditional grade is preferable to an “F” because of its potential motivational value. In most cases, passing the second semester indicates that the first semester’s learning has occurred. Every effort will be made to keep the student receiving a conditional grade with the same teacher. The teacher will complete a CO form. The decision to give a grade of “CO” must include a documented discussion with the student and parent to provide clear, written expectations for the second semester. If the student passes the second semester, the conditional grade may be no higher than a “C”. If a student who received a conditional grade fails the second semester, the conditional grade becomes an “F”. The District’s Grading Policy is found in Board of Education Policy Academic Achievement–Grading 725.01.

Not In Attendance (NIA)

At the end of the mid-semester progress report, students who are receiving a failing grade (F) and have ten or more absences (excused or unexcused) will be coded as Not In Attendance (NIA). At the end of a semester students who are receiving a failing grade (F) and have twenty or more absences (excused or unexcused) per semester will be coded as Not In Attendance (NIA) and will not receive credit for the course.

Withdrawal Grades (W/WF)

- Withdrawal (W) is issued when a student drops a class between the fifth day and the midpoint of the semester. This mark has no grade value and would not be calculated in a student’s GPA. The grade mark of W allows the transcript to be representative of all semester course history.
- Withdrawal failure (WF) is issued when a student drops a class after the midpoint of a semester and administrative approval is not granted for the grade to not calculate in the GPA. This mark is calculated as a failure in a student’s GPA. Showing as a WF rather than an F on a student transcript reflects that the course was not completed. If administrative approval is gained for highly unusual circumstances for the student to withdraw after the midpoint but not have the grade reflect an F, then a W will be shown on the transcript.

Honor Roll

At the end of each semester an Honor Roll will be made using the final course grades. There will be three categories on the Honor Roll:

1. Highest Honors will include those students who have all A’s.
2. High Honors will include students whose grades average 3.5 or higher.
3. Honors will include those students whose grades average 3.0 to 3.4999.

The following are rules, which pertain to the Honor Roll:

1. A student must have four (4) graded subjects (excluding PE) to be included on the Honor Roll.
2. Students who receive an Incomplete, a Conditional, a D or an F will not be eligible for the Honor Roll.
3. All courses (except Safety and Behind-the-Wheel) will be counted.

Academic Letter Award

Currently active students in Grades 10-12 are eligible to receive an Academic Letter Award to recognize their academic accomplishments.

- Students must have full academic schedules (enrolled in 5 or more academic courses in addition to PE during the previous and current school year). Transfer students must have completed at least one semester at Central/Centennial high school the previous school year to be eligible.
- Students must meet the minimum credit requirements (excluding summer school):
  - 5-1/2 credits at the end of the freshman year.
  - 11 credits at the end of the sophomore year.
Students must have earned the following minimum cumulative unweighted Grade Point Average (GPA):

- 10th grade – 3.50 GPA based on 9th grade work.
- 11th grade – 3.25 GPA based on 9th and 10th grade work.
- 12th grade – 3.00 GPA based on 9th, 10th, and 11th grade work.

Students must not have earned any “D+,” “D,” “D-,” “F,” or “NIA” grades in the last 2 school years. This includes transfer students’ courses. Summer school is excluded.

**Honors Recognition at Graduation**

Graduates are recognized by honor roll designations for their cumulative seventh semester unweighted GPA.

**Student Records**

**Disposition of student records after student withdraws or graduates from Unit 4 Champaign Community Schools:**
Permanent and temporary high school records (cumulative folders) are kept for five years at the high schools. After the student withdraws or graduates from Champaign Community School District #4, the permanent records are kept for 60 years and the temporary records may be disposed. According to the Illinois School Student Records Act:

- **Permanent Records** include basic demographics, academic transcript, attendance record, accident reports and health records, 9th-12th grade scores from State assessment tests. Permanent records may also include honors/awards and participation in school events. No other information may be placed in the permanent record.

- **Temporary Records** include information regarding suspensions and expulsions for drugs, weapons or bodily harm to another, scores on State assessment tests (grades K-8 only), a record release form, reports of indicated physical or sexual abuse from DCFS, and all records not contained in the Permanent Records. Prior to disposing of temporary records, a notice is put in the local newspaper informing the public which year’s records are scheduled for disposal.

A student age 18 or older or a parent/guardian of a minor child may request a copy of their child’s records at any time.

Detailed information regarding the Illinois School Student Records Act can be accessed on the following website: [www.ilga.gov](http://www.ilga.gov).
Grade Point Average and Rank

Unweighted Grade Point Average and Rank

Unit 4 uses a 4.0 grading scale to generate the unweighted grade point average. Grade Point Average is determined by adding all of the student’s grade point values and dividing by the number of courses taken. Students are ranked based on their averages. All courses except Physical Education and Driver Education (Classroom and Behind the Wheel) are used to compute grade point average.

### Unweighted Grade Point Average (GPA) Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>GPA</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.00</td>
<td>(100-97%)</td>
</tr>
<tr>
<td>A</td>
<td>4.00</td>
<td>(96-93%)</td>
</tr>
<tr>
<td>A-</td>
<td>4.00</td>
<td>(92-90%)</td>
</tr>
<tr>
<td>B+</td>
<td>3.67</td>
<td>(89-87%)</td>
</tr>
<tr>
<td>B</td>
<td>3.33</td>
<td>(86-83%)</td>
</tr>
<tr>
<td>B-</td>
<td>3.00</td>
<td>(82-80%)</td>
</tr>
<tr>
<td>C+</td>
<td>2.67</td>
<td>(79-77%)</td>
</tr>
<tr>
<td>C</td>
<td>2.33</td>
<td>(76-73%)</td>
</tr>
<tr>
<td>C-</td>
<td>2.00</td>
<td>(72-70%)</td>
</tr>
<tr>
<td>D+</td>
<td>1.67</td>
<td>(69-67%)</td>
</tr>
<tr>
<td>D</td>
<td>1.33</td>
<td>(66-63%)</td>
</tr>
<tr>
<td>D-</td>
<td>1.00</td>
<td>(62-60%)</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
<td>(59-0%)</td>
</tr>
</tbody>
</table>

Additional Information

For all students except true incoming freshmen, classes taken during summer school will be included and calculated with those taken during the most recently completed school year. For true incoming freshmen, classes taken during summer school will be included and calculated with those taken during the first year of high school.

- Both unweighted and weighted class rank are listed on a student’s transcript.
- Unweighted GPA is reported on college applications unless a weighted GPA is specifically requested by the college.
- Weighted rank is reported on college applications.
- Unweighted rank is reported on scholarship applications and for other monetary awards (e.g. Parkland Trustee Scholarship).

Weighted Grade Point Average and Rank

To generate the weighted grade point average, a weighting factor of 1.0 is added to grades A+ thru D- earned in Honors Level courses. An average is determined by adding all of the student’s grade point values and dividing by the number of courses taken. Students are ranked based on their averages. All courses except Physical Education and Driver Education (Classroom and Behind the Wheel) are used to compute weighted grade point average.

### Weighted Grade Point Average (GPA) Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>GPA</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>5.00</td>
<td>(100-97%)</td>
</tr>
<tr>
<td>A</td>
<td>5.00</td>
<td>(96-93%)</td>
</tr>
<tr>
<td>A-</td>
<td>5.00</td>
<td>(92-90%)</td>
</tr>
<tr>
<td>B+</td>
<td>4.67</td>
<td>(89-87%)</td>
</tr>
<tr>
<td>B</td>
<td>4.33</td>
<td>(86-83%)</td>
</tr>
<tr>
<td>B-</td>
<td>4.00</td>
<td>(82-80%)</td>
</tr>
<tr>
<td>C+</td>
<td>3.67</td>
<td>(79-77%)</td>
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<tr>
<td>C</td>
<td>3.33</td>
<td>(76-73%)</td>
</tr>
<tr>
<td>C-</td>
<td>3.00</td>
<td>(72-70%)</td>
</tr>
<tr>
<td>D+</td>
<td>2.67</td>
<td>(69-67%)</td>
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<td>D</td>
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<td>(66-63%)</td>
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<tr>
<td>D-</td>
<td>2.00</td>
<td>(62-60%)</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
<td>(59-0%)</td>
</tr>
</tbody>
</table>
Honors Level Classes

The following list shows Honors Level classes.

### Honors Level Classes

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>105 AP Prep Comprehensive English I</td>
<td></td>
</tr>
<tr>
<td>205 AP Prep Comprehensive English II</td>
<td></td>
</tr>
<tr>
<td>305 Accelerated American Literature</td>
<td></td>
</tr>
<tr>
<td>307 AP English Language and Composition</td>
<td></td>
</tr>
<tr>
<td>405 Accelerated Comprehensive Literature</td>
<td></td>
</tr>
<tr>
<td>406 Accelerated Comprehensive Rhetoric</td>
<td></td>
</tr>
<tr>
<td>407 AP English Literature and Composition</td>
<td></td>
</tr>
<tr>
<td>408 Advanced Composition (Dual Credit)</td>
<td></td>
</tr>
<tr>
<td>527 German III</td>
<td></td>
</tr>
<tr>
<td>626 French IV</td>
<td></td>
</tr>
<tr>
<td>629 Spanish IV</td>
<td></td>
</tr>
<tr>
<td>826 AP French Language</td>
<td></td>
</tr>
<tr>
<td>827 AP German Language</td>
<td></td>
</tr>
<tr>
<td>829 AP Spanish Language</td>
<td></td>
</tr>
<tr>
<td>831 AP Spanish Literature and Culture</td>
<td></td>
</tr>
<tr>
<td>101/102 German (Dual Credit)</td>
<td></td>
</tr>
<tr>
<td>435 Accelerated Geometry</td>
<td></td>
</tr>
<tr>
<td>535 Accelerated Algebra II</td>
<td></td>
</tr>
<tr>
<td>635 Accelerated Pre-Calculus with Trigonometry</td>
<td></td>
</tr>
<tr>
<td>831 Statistics (Dual Credit)</td>
<td></td>
</tr>
<tr>
<td>833 AP Statistics</td>
<td></td>
</tr>
<tr>
<td>835 AP Calculus AB</td>
<td></td>
</tr>
<tr>
<td>836 AP Calculus BC</td>
<td></td>
</tr>
<tr>
<td>101 Business 101 (Dual Credit)</td>
<td></td>
</tr>
<tr>
<td>375 AP Prep Biology</td>
<td></td>
</tr>
<tr>
<td>486 AP Prep Chemistry I</td>
<td></td>
</tr>
<tr>
<td>487 AP Prep Chemistry II</td>
<td></td>
</tr>
<tr>
<td>691 AP Prep Physics I</td>
<td></td>
</tr>
<tr>
<td>692 AP Prep Physics II</td>
<td></td>
</tr>
<tr>
<td>775 Human Biology (Dual Credit)</td>
<td></td>
</tr>
<tr>
<td>785 Chemistry of Everyday Life (Dual Credit)</td>
<td></td>
</tr>
<tr>
<td>875 AP Biology</td>
<td></td>
</tr>
<tr>
<td>885 AP Chemistry</td>
<td></td>
</tr>
<tr>
<td>895 AP Physics C: Mechanics</td>
<td></td>
</tr>
<tr>
<td>851 AP World History</td>
<td></td>
</tr>
<tr>
<td>852 AP United States History</td>
<td></td>
</tr>
<tr>
<td>853 AP Macroeconomics</td>
<td></td>
</tr>
<tr>
<td>859 AP Psychology</td>
<td></td>
</tr>
<tr>
<td>855 AP United States Government and Politics</td>
<td></td>
</tr>
<tr>
<td>862 AP European History</td>
<td></td>
</tr>
<tr>
<td>870 AP Music Theory</td>
<td></td>
</tr>
<tr>
<td>124 Film Appreciation (Dual Credit)</td>
<td></td>
</tr>
<tr>
<td>417 AP Studio Art: 2-D Design</td>
<td></td>
</tr>
<tr>
<td>810 AP Computer Science A</td>
<td></td>
</tr>
<tr>
<td>811 AP Computer Science Principles</td>
<td></td>
</tr>
</tbody>
</table>

Sample schedules below illustrate the weighted class system.

#### Student #1 took no Honors Level classes.

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comp. Eng. I 103</td>
<td>A</td>
</tr>
<tr>
<td>Algebra 334</td>
<td>A</td>
</tr>
<tr>
<td>Biology 370</td>
<td>A</td>
</tr>
<tr>
<td>Human Geography 460</td>
<td>A</td>
</tr>
<tr>
<td>Spanish I 329</td>
<td>A</td>
</tr>
<tr>
<td>PE 393</td>
<td>A</td>
</tr>
<tr>
<td>Art Survey I 261</td>
<td>A</td>
</tr>
</tbody>
</table>

**Student #1:**
6 courses  
A’s x 4.0 = 24  
Weighted GPA = 4.0

#### Student #2 took two Honors Level classes.

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acc. Comp. Eng. 105*</td>
<td>A</td>
</tr>
<tr>
<td>Geometry 435*</td>
<td>A</td>
</tr>
<tr>
<td>Biology 370</td>
<td>A</td>
</tr>
<tr>
<td>Human Geography 460</td>
<td>A</td>
</tr>
<tr>
<td>Spanish I 329</td>
<td>A</td>
</tr>
<tr>
<td>PE 393</td>
<td>A</td>
</tr>
<tr>
<td>Art Survey I 261</td>
<td>A</td>
</tr>
</tbody>
</table>

**Student #2:**
4 courses  
A’s x 4 = 16  
2 Honors Level courses  
A’s x 5 = 10  
Weighted GPA = 4.33
The **SAT 8/9** and **SAT 10** are practice SAT tests intended for freshman and sophomore students respectively. Results from the SAT can provide valuable feedback on academic college readiness and relative strengths and weaknesses as demonstrated in a standardized testing environment. The **PSAT 8/9** is administered to all freshmen and the **PSAT 10** is administered to all sophomores during a school day in the spring semester. **Students with IEPs or 504 plans who wish to apply for accommodations for this test should notify their case managers and/or counselors by January 15, 2020.**

The **PSAT/NMSQT** is a practice SAT intended for juniors. It is administered at each high school on a weekday in October each year. Juniors who earn high scores on this test may be eligible to continue in the National Merit Scholarship Program, or the National Hispanic Recognition Program. Students recognized by these programs are honored, brought to the attention of U.S. colleges and universities, and can become eligible for scholarships. Students must register for this test at their high school and must adhere to registration deadlines. **Students with IEPs or 504 plans who wish to apply for accommodations for this test should notify their case managers and/or counselors by May 1st of the school year prior to the administration of the test.** There is a cost associated with this test. Junior students who have applied for and are presently qualified for free or reduced lunch may request a fee waiver. Please note, according to the College Board, the PSAT 10 and the PSAT/NMSQT are equivalent tests. Therefore, when a sophomore takes the PSAT 10, it should also be viewed as a practice for taking the PSAT/NMSQT at the beginning of the junior year.

The **SAT** is a standardized exam used for admissions into colleges and universities. It is administered at national test sites several times each year. Students register for this exam online and must adhere to SAT deadlines. To register or to learn more about the SAT, visit [www.collegeboard.org](http://www.collegeboard.org). Students should be aware of registration deadlines. Juniors who earn a high test score between September 1st of their junior year and June 30th following their junior year, as well as a high GPA and class rank, are eligible to be named as an Illinois State Scholar during senior year. **Students with IEPs or 504 plans who wish to apply for accommodations for this test should notify their case managers and/or counselors by January 15, 2020.** There is a cost associated with these tests. Students who have applied and qualified for free or reduced lunch may request fee waivers.

The **Illinois School Day SAT** takes place in the spring semester of a student’s junior year. All juniors are required to complete the state SAT in order to be classified as seniors during their fourth year in school and to graduate. Scores earned on the state SAT are accepted by colleges, universities, and the NCAA, and are considered for Illinois State Scholar eligibility.

The **SAT Subject Tests** are one-hour tests in individual subject areas. For all information regarding dates, times, locations, and to register online go to [www.collegeboard.org](http://www.collegeboard.org). Some colleges require one, two, or three of these tests in addition to the ACT or SAT for admission. **Students should check with the college to which they are applying to determine the tests they are required to take.** Students should be aware of application deadlines. **Students with IEPs or 504 plans who wish to apply for accommodations for this test should notify their case managers and/or counselors by January 15, 2020.** There is a cost associated with these tests. Students who have applied and qualified for free or reduced lunch may request fee waivers.

The **ACT** is a standardized exam used for admissions into colleges and universities. It is administered at national test sites several times each year. Students register for this exam online and must adhere to ACT deadlines. To register or to learn more about the ACT, visit [www.actstudent.org](http://www.actstudent.org). Juniors who earn a high test score between September 1st of their junior year and June 30th following their junior year, as well as a high GPA and class rank, are eligible to be named as an Illinois State Scholar during senior year. **Students with IEPs or 504 plans who wish to apply for accommodations for this test should notify their case managers and/or counselors by January 15, 2020.** There is a cost associated with these tests. Students who have applied and qualified for free or reduced lunch may request fee waivers.

**Advanced Placement (AP) Exams** are administered in May. AP Exams may be taken by high school students to demonstrate college level achievement. Scores of 3, 4, and 5 on the College Board Advanced Placement examinations shall be accepted for credit to satisfy degree requirements by all Illinois public institutions of higher education. Each institution of higher education shall determine for each test whether credit will be granted for electives, general education requirements, or major requirements and the AP Exam scores required to grant credit for those purposes. Students must register for these tests at their high school and must adhere to registration deadlines. **Students with IEPs or 504 plans who wish to apply for accommodations for this test should notify their case managers and/or counselors by October 1, 2019.** There is a cost associated with these tests. Students who have applied and qualified for free or reduced lunch may request a fee waiver.
EARNING COLLEGE CREDIT PRIOR TO HIGH SCHOOL GRADUATION

There are two methods high school students may use to obtain college credit taking classes at the high school campus prior to high school graduation:

Advanced Placement (AP) Courses

Advanced Placement (AP) Courses:

- AP Studio Art – 2-D Design
- AP English Language and Composition
- AP English Literature and Composition
- AP Statistics
- AP Calculus AB
- AP Calculus BC
- AP Music Theory
- AP Biology
- AP Chemistry
- AP Physics C: Mechanics
- AP World History
- AP United States History
- AP Macroeconomics
- AP United States Government and Politics
- AP Psychology
- AP European History
- AP French Language
- AP German Language
- AP Spanish Language
- AP Spanish Literature and Culture
- AP Computer Science A*
- AP Computer Science Principles*

*Course qualifies as a mathematics-based, quantitative course. It is equivalent to a high school mathematics course according to the State of Illinois. Not all colleges/universities consider these courses to satisfy admissions requirements for mathematics.

Advanced Placement (AP) Exams:

Advanced Placement Exams may be taken by high school students to demonstrate college-level achievement. College and university policies regarding AP Exam scores vary. The amount of credit given is dependent upon the college. Scores of 3, 4, and 5 on the College Board Advanced Placement examinations shall be accepted for credit to satisfy degree requirements by all Illinois public institutions of higher education. Each institution of higher education shall determine for each test whether credit will be granted for electives, general education requirements, or major requirements and the AP Exam scores required to grant credit for those purposes.

AP candidates should check with the college(s) prior to registration for AP exams to determine how the college(s) will award credit, exemption, and placement. Advanced Placement exams are available once a year in May. Students will register online with College Board in November. A student does not have to take an Advanced Placement course prior to taking the exam; however, the exams are quite difficult and represent college level ability.

Students who score a 4 on the Spanish, Chinese, French, German, Italian, or Japanese AP language test qualify for the Illinois Seal of Biliteracy. The Seal is a recognition given to graduating high school students who have demonstrated a high level of proficiency in English and in reading, writing, listening, and speaking in another language. Students who score a 3 on these exams qualify for the Illinois Commendation toward Biliteracy. The Commendation is a recognition given to graduating high school students who have demonstrated significant progress toward achieving a high level of proficiency in English and in reading, writing, listening, and speaking in another language. For additional information, please go to: [http://www.isbe.state.il.us/seal-of-biliteracy/pdf/faq.pdf](http://www.isbe.state.il.us/seal-of-biliteracy/pdf/faq.pdf)
Dual Credit Courses

Dual Credit Courses:
- Accounting 472 (via proficiency test only)
- Advanced Composition 408
- Business Careers 671
- Business 101
- Introduction to Computer Programming 122
- Basic PC Maintenance/Operating System Concepts 130
- PC Hardware and OS Maintenance 133
- Sports and Entertainment Marketing 272
- Marketing 372
- Word Processing II – Advanced Keyboarding 376
- Entrepreneurship 478
- Human Biology 775
- Chemistry of Everyday Life 785
- Medical Careers I 301
- Medical Careers II 302
- Statistics 831
- German 101
- German 102
- Film Appreciation 124
- Digital Photography 128
- Culinary Arts and Hospitality 489
- Introduction to Computer Networks 136

Dual Credit Taught on the High School Campus:
Students can enroll in a number of courses taught on the high school campus and earn college credit in addition to Unit 4 credit. A list of those courses is provided on page 14 of this handbook. Students do not need to pay tuition and books/materials are provided. Students must meet Parkland’s age, GPA, testing, and application requirements to earn Parkland credit. A student who meets Parkland’s criteria and application procedures will automatically be given high school credit with an honors or non-honors designated level as previously determined by Unit 4 when completing dual credit courses taught on the high school campus (see page 9).

Students may also choose to take courses away from the high school campus by enrolling in Parkland College Early College and Career Academy (ECCA) Courses for Dual Credit:
Students may enroll in the ECCA at Parkland College. These are the only courses taken on Parkland’s campus that will be given dual credit in Unit 4. A description of the program and courses can be found on page 15. Students who choose to enroll in any other college/university course will not receive dual credit from Unit 4.
- Students may be responsible for tuition and books or a portion thereof. This will be determined on a yearly basis by the Unit 4 Deputy Superintendent of schools.
- Students are responsible for requesting an official transcript from the Parkland College.
- Students will receive 0.5 credit for each Unit 4 scheduled class period.
- The grade assigned by Parkland College is recorded on the Unit 4 transcript.

Dual Credit/Dual Enrollment affects your future:
- You save time by taking classes while in high school that can be applied toward your college degree.
- You gain experience as a college student, so you learn early what to expect from postsecondary classes.
- All Dual Credit course grades you earn become part of your permanent college transcript.
- The Dual Credit hours you acquire now may affect your financial aid eligibility later in your college career.
- The college or university you plan to attend after high school may or may not accept Dual Credit course credits you have earned. Contact your chosen college for more specific information.

Additional Information
- Students may not substitute off-campus college/university courses for Unit 4 courses specifically required for graduation. These courses must be taken at the high school.
- Students who have taken college/university courses should include their college transcript when applying for scholarships and other opportunities for distinction as the courses will not appear on the Unit 4 transcript.
## Parkland College Dual Credit

Students may be exempt from the Parkland assessments if they have earned a qualifying score on the ACT or SAT. Students should see their counselor for additional information. For more information about how Parkland courses transfer to certain universities, please go to [http://online.parkland.edu/transferpatterns/index.cfm](http://online.parkland.edu/transferpatterns/index.cfm). Please note this list is not comprehensive and the best way to find out if these courses transfer is to contact the admissions office of the university of interest.

<table>
<thead>
<tr>
<th>Unit 4 Course Title/Number</th>
<th>Parkland College Course Title/Number</th>
<th>Credit Hours</th>
<th>Assessments Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>124 Film Appreciation</td>
<td>THE124: Film Appreciation</td>
<td>3.00</td>
<td>Reading</td>
</tr>
<tr>
<td>128 Digital Photography</td>
<td>ART 128: Digital Photography</td>
<td>3.00</td>
<td>Reading</td>
</tr>
<tr>
<td>101 Business 101</td>
<td>BUS 101: Intro to Business</td>
<td>3.00</td>
<td>Reading</td>
</tr>
<tr>
<td>122 Introduction to Computer Programming</td>
<td>CIS 122: Introduction to Computer Programming</td>
<td>4.00</td>
<td>None</td>
</tr>
<tr>
<td>130 Basic PC Maintenance/Operating System Concepts</td>
<td>CIS 137: Basic PC Maintenance Operating System Concepts</td>
<td>3.00</td>
<td>None</td>
</tr>
<tr>
<td>133 PC Hardware &amp; OS Maintenance</td>
<td>CSC 133: PC Hardware &amp; OS Maintenance</td>
<td>4.00</td>
<td>Credit in CIS 137</td>
</tr>
<tr>
<td>272 Sports &amp; Entertainment Marketing</td>
<td>MKT 101: Intro to Marketing</td>
<td>3.00</td>
<td>Reading</td>
</tr>
<tr>
<td>136 Introduction to Computer Networks</td>
<td>CSC 130: Intro to Computer Networks</td>
<td>3.00</td>
<td>Credit or current enrollment in CSC 133</td>
</tr>
<tr>
<td>372 Marketing</td>
<td>MKT 101: Intro to Marketing</td>
<td>3.00</td>
<td>Reading</td>
</tr>
<tr>
<td>376 Word Processing II</td>
<td>CIS 157: Keyboarding II</td>
<td>3.00</td>
<td>GPA 2.0</td>
</tr>
<tr>
<td>478 Entrepreneurship</td>
<td>BUS 117: Intro to Entrepreneurship</td>
<td>3.00</td>
<td>Reading</td>
</tr>
<tr>
<td>671 Business Careers</td>
<td>CIS 170: Office Professional Topics</td>
<td>3.00</td>
<td>GPA 2.0</td>
</tr>
<tr>
<td>775 Human Biology</td>
<td>BIO 105: Human Biology</td>
<td>4.00</td>
<td>Reading &amp; English</td>
</tr>
<tr>
<td>785 Chemistry of Everyday Life</td>
<td>CHEM 104: Chemistry for Everyday Life</td>
<td>4.00</td>
<td>Reading</td>
</tr>
<tr>
<td>408 Advanced Composition</td>
<td>ENG 101/102: Composition I/II</td>
<td>6.00</td>
<td>Reading &amp; English</td>
</tr>
<tr>
<td>489 Culinary Arts and Hospitality</td>
<td>HPI 110: Food Service Sanitation</td>
<td>1.00</td>
<td>Reading</td>
</tr>
<tr>
<td></td>
<td>HPI 116: Kitchen Basics</td>
<td>2.00</td>
<td>Reading</td>
</tr>
<tr>
<td>831 Statistics</td>
<td>MAT 108: Intro to Statistics</td>
<td>3.00</td>
<td>Math</td>
</tr>
<tr>
<td>301 Medical Careers I (Fall)</td>
<td>HCS 112: Orientation to Health Careers</td>
<td>2.00</td>
<td>Reading, English, &amp; Math</td>
</tr>
<tr>
<td></td>
<td>HCS 154: Medical Terminology</td>
<td>3.00</td>
<td>Reading &amp; English</td>
</tr>
<tr>
<td>302 Medical Careers II (Spring)</td>
<td>HCS 136: Topics in Healthcare</td>
<td>4.00</td>
<td>Reading &amp; English</td>
</tr>
<tr>
<td></td>
<td>HCS 174: Legal Issues in Healthcare</td>
<td>1.00</td>
<td>Reading &amp; English</td>
</tr>
<tr>
<td>German 101</td>
<td>GER 101: Beginning German I</td>
<td>4.00</td>
<td>Reading &amp; English</td>
</tr>
<tr>
<td>German 102</td>
<td>GER 102: Beginning German II</td>
<td>4.00</td>
<td>Reading &amp; English</td>
</tr>
</tbody>
</table>
Early College and Career Academy
The Early College and Career Academy is a program for high school juniors and seniors to earn credits that count toward a high school diploma and college, all the while gaining skills in seven different Parkland College degree programs: Manufacturing, Automotive Technology, Computer Networking, Certified Nursing Assistant, Emergency Medical Services, Computer Programming, and Criminal Justice. ECCA courses are taken at Parkland College.

<table>
<thead>
<tr>
<th>Unit 4 Course Title/Number</th>
<th>Parkland College Course Title/Number</th>
<th>Parkland Credit Hours</th>
<th>Assessments Required</th>
<th>GPA Guideline</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECCA Auto 1</td>
<td>AFD110: Automotive Maintenance &amp; Light Repair</td>
<td>4.00</td>
<td>None</td>
<td>2.00</td>
</tr>
<tr>
<td>ECCA Auto 2</td>
<td>AFD 210: Automotive Work Experience Seminar</td>
<td>2.00</td>
<td>None</td>
<td>2.00</td>
</tr>
<tr>
<td>ECCA Auto 3</td>
<td>AFD 113: Automotive Chassis Systems Maint. &amp; Light Repair</td>
<td>7.00</td>
<td>None</td>
<td>2.00</td>
</tr>
<tr>
<td>ECCA Auto 4</td>
<td>AFD 111: Automotive Powertrain Maintenance &amp; Light Repair</td>
<td>7.00</td>
<td>None</td>
<td>2.00</td>
</tr>
<tr>
<td>ECCA Auto 5</td>
<td>AFD 115: Basic Chassis Electrical Systems</td>
<td>7.00</td>
<td>None</td>
<td>2.00</td>
</tr>
<tr>
<td>ECCA CNW 1*</td>
<td>CIS 137: Basic PC Maintenance/OS Concepts</td>
<td>3.00</td>
<td>None</td>
<td>2.50</td>
</tr>
<tr>
<td>ECCA CNW 2*</td>
<td>CIS 112: Computing Essentials</td>
<td>4.00</td>
<td>None</td>
<td>2.50</td>
</tr>
<tr>
<td>ECCA CP 3**</td>
<td>CIS 122: Intro to Computer Programming</td>
<td>4.00</td>
<td>None</td>
<td>2.50</td>
</tr>
<tr>
<td>ECCA CNW 4*</td>
<td>CSC 133: PC Hardware &amp; OS Maintenance</td>
<td>4.00</td>
<td>None</td>
<td>2.50</td>
</tr>
<tr>
<td>ECCA CNW 5**</td>
<td>CSC 128: Introduction to Linux</td>
<td>3.00</td>
<td>None</td>
<td>2.50</td>
</tr>
<tr>
<td>ECCA CNW 6**</td>
<td>CSC 130: Intro to Computer Networks</td>
<td>3.00</td>
<td>None</td>
<td>2.50</td>
</tr>
<tr>
<td>ECCA CNW 7**</td>
<td>CSC 151: MS OS Workstation</td>
<td>3.00</td>
<td>None</td>
<td>2.50</td>
</tr>
<tr>
<td>ECCA CP 8**</td>
<td>CIS 152: Web Design &amp; Development 1</td>
<td>3.00</td>
<td>None</td>
<td>2.50</td>
</tr>
<tr>
<td>ECCA CJS 1</td>
<td>CJS 101: Introduction to Criminal Justice</td>
<td>3.00</td>
<td>None</td>
<td>2.50</td>
</tr>
<tr>
<td>ECCA CJS 2</td>
<td>CJS 104: Introduction to Corrections</td>
<td>3.00</td>
<td>None</td>
<td>2.50</td>
</tr>
<tr>
<td>ECCA CJS 3</td>
<td>CJS 127: Juvenile Delinquency</td>
<td>3.00</td>
<td>None</td>
<td>2.50</td>
</tr>
<tr>
<td>ECCA CJS 4</td>
<td>CIS 203: Criminal Law</td>
<td>3.00</td>
<td>None</td>
<td>2.50</td>
</tr>
<tr>
<td>ECCA CNA 1</td>
<td>NAS 111: Basic Nursing Assistant Training Program</td>
<td>6.00</td>
<td>Eng., Read., &amp; Math</td>
<td>2.50</td>
</tr>
<tr>
<td>ECCA EMS 1</td>
<td>EMS 110: Emergency Medical Services 1: EMT-B</td>
<td>5.00</td>
<td>Eng., Read., &amp; Math</td>
<td>2.50</td>
</tr>
<tr>
<td>ECCA MAN 1</td>
<td>CAD 124: Introduction to AutoCAD</td>
<td>3.00</td>
<td>None</td>
<td>2.00</td>
</tr>
<tr>
<td>ECCA MAN 2</td>
<td>MFT 121: Basic Machine Processes</td>
<td>3.00</td>
<td>None</td>
<td>2.00</td>
</tr>
<tr>
<td>ECCA MAN 3</td>
<td>CAD 121: Materials for Industry</td>
<td>3.00</td>
<td>None</td>
<td>2.00</td>
</tr>
<tr>
<td>ECCA MAN 4</td>
<td>MFT 127: Introduction to CNC Programming</td>
<td>4.00</td>
<td>None</td>
<td>2.00</td>
</tr>
<tr>
<td>ECCA MAN 5</td>
<td>WLD 111: Introduction to Welding</td>
<td>4.00</td>
<td>None</td>
<td>2.00</td>
</tr>
<tr>
<td>ECCA MAN 6</td>
<td>MFT 113: Introduction to Hydraulics &amp; Pneumatics</td>
<td>3.00</td>
<td>None</td>
<td>2.00</td>
</tr>
<tr>
<td>ECCA MAN 7</td>
<td>MFT 110: Mechanical Assemblies</td>
<td>4.00</td>
<td>None</td>
<td>2.00</td>
</tr>
<tr>
<td>ECCA MAN 8</td>
<td>CAD 113: Computer Aided Machine Design I</td>
<td>4.00</td>
<td>None</td>
<td>2.00</td>
</tr>
<tr>
<td>ECCA CP 9**</td>
<td>CSC 123: Computer Science I (C/C++)</td>
<td>4.00</td>
<td>None</td>
<td>2.50</td>
</tr>
<tr>
<td>ECCA CP 10**</td>
<td>CSC 140: Computer Science I (Java)</td>
<td>3.00</td>
<td>None</td>
<td>2.50</td>
</tr>
</tbody>
</table>

*Networking Year-One Students
**Networking Year-Two Students
Entrance requirements vary from college to college and, in some cases, these will vary by department within a college. Students who plan to attend college should take as many academic courses as possible in high school as this will enable them to be prepared for college work and to compete with other college students. Below is an example of college admission requirements for several universities and transfer programs. For more detailed information, please check with counselors.

### High School Credit Requirements for Attending State Universities

These may be minimum requirements; schools may strongly recommend 4 years in each subject area.

<table>
<thead>
<tr>
<th>University/College</th>
<th>English</th>
<th>Social Science</th>
<th>Math</th>
<th>Science</th>
<th>Electives*</th>
<th>TOTAL</th>
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<tbody>
<tr>
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<td>4</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>Illinois State University</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>2 + 2</td>
<td>15</td>
</tr>
<tr>
<td>Northern Illinois University</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>2-3</td>
<td>15</td>
</tr>
<tr>
<td>SIU-Carbondale</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>University of Illinois -UC</td>
<td>4</td>
<td>2</td>
<td>3 or 3.5</td>
<td>2</td>
<td>2 + 2</td>
<td>15-15.5</td>
</tr>
<tr>
<td>University of Illinois-Chicago</td>
<td>4</td>
<td>3</td>
<td>3 or 4</td>
<td>3</td>
<td>2</td>
<td>15 or 16</td>
</tr>
<tr>
<td>University of Illinois-Springfield</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>Western Illinois University</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>15</td>
</tr>
</tbody>
</table>

**NOTE:** Math courses for college must start with Algebra. Science courses should be laboratory courses, starting with Biology. Courses that will count in the elective area should be verified by the counselor. Elective courses should be in the areas of World Language, Fine Arts, Vocational Education, Music, or Business.

*See State University in Illinois at a Glance or counselor for specific requirements.*

### State University Admissions Guidelines

This data represents the middle 50% or average ACT scores, SAT scores, and GPA based on the entering Freshman Class of 2018.

<table>
<thead>
<tr>
<th>University/College</th>
<th>ACT</th>
<th>SAT</th>
<th>GPA</th>
</tr>
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<tbody>
<tr>
<td>Chicago State University</td>
<td>16 or higher</td>
<td>990-1030</td>
<td>2.75 or higher</td>
</tr>
<tr>
<td>Eastern Illinois University</td>
<td>21-23</td>
<td>1060-1090</td>
<td>3.00-3.30</td>
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<tr>
<td>Governors State University</td>
<td>19</td>
<td>980-1010</td>
<td>2.75</td>
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<td>21-26</td>
<td>1060-1270</td>
<td>3.06-3.80</td>
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<tr>
<td>Northeastern Illinois University</td>
<td>19</td>
<td>980-1120</td>
<td>N/A</td>
</tr>
<tr>
<td>Northern Illinois University</td>
<td>19-23</td>
<td>990-1140</td>
<td>2.50-3.50</td>
</tr>
<tr>
<td>SIU-Carbondale</td>
<td>18-23</td>
<td>960-1130</td>
<td>2.0-3.0</td>
</tr>
<tr>
<td>SIU-Edwardsville</td>
<td>20-26</td>
<td>1020-1270</td>
<td>2.50</td>
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<td>University of Illinois-Chicago</td>
<td>22-27</td>
<td>1110-1300</td>
<td>3.10-3.70</td>
</tr>
<tr>
<td>University of Illinois-Springfield</td>
<td>19-25</td>
<td>980-1230</td>
<td>2.9-3.8</td>
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<tr>
<td>University of Illinois -UC</td>
<td>27-33</td>
<td>1270-1480</td>
<td>3.38-3.9</td>
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<tr>
<td>Western Illinois University</td>
<td>18-23</td>
<td>940-1130</td>
<td>2.89-3.48</td>
</tr>
</tbody>
</table>
How is the NCAA Core GPA Calculated?

The NCAA Eligibility Center calculates the grade-point average of a student’s core courses on a 4.000 scale. (A=4; B=3; C=2; D=1)

To determine points earned for each course, multiply the numeric grade value (4, 3, 2 or 1) by the amount of credit earned. A semester is awarded .5 unit of credit and a trimester is awarded .34 unit of credit.

- The NCAA Eligibility Center does not use plus or minus grades when calculating core-course GPA. For example, grades of B+, B and B- will all be worth 3 quality points each.
- If your high school uses a numeric scale, the high school needs to provide a conversion to a letter grade and communicate that to the NCAA Eligibility Center.

Examples of total quality point calculation:
- An A grade (4 points) for a trimester course (0.34 units): 4 points x 0.34 units = 1.36 total quality points.
- An A grade (4 points) for a semester course (0.50 units): 4 points x 0.50 units = 2.00 total quality points.
- An A grade (4 points) for a full-year course (1.00 units): 4 points x 1.00 units = 4.00 quality points.

Calculate the Overall Grade-Point Average:
To calculate the estimated core-course grade-point average, divide the total number of points for all core courses by the total number of core-course units completed.

Note: The best grades from a student’s NCAA courses will be used to satisfy the core-course requirements.
DIVISION I ACADEMIC REQUIREMENTS

College-bound student-athletes will need to meet the following academic requirements to practice, receive athletic scholarships, and/or compete during their first year.

Core-Course Requirement

Complete 16 core courses in the following areas:

- **ENGLISH**: 4 years
- **MATH (Algebra I or higher)**: 3 years
- **NATURAL/PHYSICAL SCIENCE (One year of lab, if offered)**: 2 years
- **ADDITIONAL ENGLISH, MATH OR NATURAL/PHYSICAL SCIENCE**: 1 year
- **SOCIAL SCIENCE**: 2 years
- **ADDITIONAL COURSES** (May count towards the list below): Foreign language or comparative religion/philosophy: 4 years

Full Qualifier

- Complete 16 core courses.
  - Ten of the 16 core courses must be completed before the seventh semester (senior year) of high school.
  - Seven of the 10 core courses must be in English, math, or science.
  - Earn a core-course GPA of at least 2.300.
  - Earn the ACT/SAT score matching your core-course GPA on the Division I sliding scale (see back page).
  - Graduate high school.

Academic Redshirt

- Complete 16 core courses.
  - Earn a core-course GPA of at least 2.000.
  - Earn the ACT/SAT score matching your core-course GPA on the Division I sliding scale (see back page).
  - Graduate high school.

Full Qualifier:

College-bound student-athletes may practice, compete and receive athletics scholarships during their first year of enrollment at an NCAA Division I school.

Academic Redshirt:

College-bound student-athletes may receive athletics scholarships during their first year of enrollment and may practice during their first regular academic term, but may NOT compete during their first year of enrollment.

Nonqualifier:

College-bound student-athletes cannot practice, receive athletics scholarships or compete during their first year of enrollment at an NCAA Division I school.
Please Note:

All athletes/families are encouraged to use CoreCourseGPA.com, a web-based software program available to all Central, Centennial, and Novak student-athletes and their parents/guardians free of charge.

APEX courses do not meet NCAA Eligibility Requirements.
DIVISION II ACADEMIC REQUIREMENTS

College-bound student-athletes need to meet the following practice, compete and receive athletics scholarships during their first year.

Core-Course Requirement
Complete 16 core courses in the following areas:

- **ENGLISH**: 3 years
- **MATH** (Algebra I or higher): 2 years
- **NATURAL/PHYSICAL SCIENCE** (including one year of lab, if offered): 2 years
- **ADDITIONAL** (English, math, or natural/physical science): 3 years
- **SOCIAL SCIENCE**: 2 years
- **ADDITIONAL COURSES** (Any area listed to the left, foreign language or comparative religion/philosophy): 4 years

**Full Qualifier**
- Complete 16 core courses.
- Earn a core-course GPA of at least 2.200.
- Earn the ACT/SAT score matching your core-course GPA on the Division II full qualifier sliding scale (see back page).
- Graduate high school.

**Partial Qualifier**
- Complete 16 core courses.
- Earn a core-course GPA of at least 2.000.
- Earn the ACT/SAT score matching your core-course GPA on the Division II partial qualifier sliding scale (see back page).
- Graduate high school.

**Full Qualifier:**
College-bound student-athletes may practice, compete and receive athletics scholarships during their first year of enrollment at an NCAA Division II school.

**Partial Qualifier:**
College-bound student-athletes may receive athletics scholarships during their first year of enrollment and may practice during their first regular academic term, but may NOT compete during their first year of enrollment.

**Nonqualifier:**
College-bound student-athletes may not practice, compete or receive athletics scholarships during their first year of enrollment at an NCAA Division II school.

International Students: Please visit ncaa.org/international for information and academic requirements specific to international student-athletes.
Please Note:

All athletes/families are encouraged to use CoreCourseGPA.com, a web-based software program available to all Central, Centennial, and Novak student-athletes and their parents/guardians free of charge.

APEX courses do not meet NCAA Eligibility Requirements.
**STUDENT FOUR-YEAR PLAN**

Last Name: _______________________________ First Name: _______________________________ MI: __________

Total Credits: ____________________________

Date of Birth: ____________________________ ID #: _____________________________________ Counselor: ________________________________________

<table>
<thead>
<tr>
<th>9TH GRADE</th>
<th>10TH GRADE</th>
<th>11TH GRADE</th>
<th>12TH GRADE</th>
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<td>Semester 1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>1 __________</td>
<td>PE</td>
<td>1 __________</td>
<td>PE/Safety/Health</td>
</tr>
<tr>
<td>2 __________</td>
<td>English</td>
<td>2 __________</td>
<td>English</td>
</tr>
<tr>
<td>3 __________</td>
<td>Math</td>
<td>3 __________</td>
<td>Math</td>
</tr>
<tr>
<td>4 __________</td>
<td>Human Geo.</td>
<td>4 __________</td>
<td>World History</td>
</tr>
<tr>
<td>5 __________</td>
<td>Science</td>
<td>5 __________</td>
<td>Science</td>
</tr>
<tr>
<td>6 __________</td>
<td>Elective</td>
<td>6 __________</td>
<td>Elective</td>
</tr>
<tr>
<td>7 __________</td>
<td>Elective</td>
<td>7 __________</td>
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</tr>
<tr>
<td>__________</td>
<td>__________</td>
<td>__________</td>
<td>__________</td>
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</tbody>
</table>

Total Credits: ______________

**Grading Requirements**
1/2 credit is earned for each semester course passed.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>English:</td>
<td>8 Semesters</td>
</tr>
<tr>
<td>PE:</td>
<td>6 1/2 Semesters</td>
</tr>
<tr>
<td>Math:</td>
<td>6 Semesters (AP Computer Science)</td>
</tr>
<tr>
<td>Biological Science:</td>
<td>2 Semesters</td>
</tr>
<tr>
<td>Physical Science:</td>
<td>2 Semesters</td>
</tr>
<tr>
<td>Human Geography:</td>
<td>1 Semester</td>
</tr>
<tr>
<td>World History:</td>
<td>2 Semesters</td>
</tr>
<tr>
<td>US History:</td>
<td>2 Semesters</td>
</tr>
<tr>
<td>Government:</td>
<td>1 Semester</td>
</tr>
<tr>
<td>Health:</td>
<td>1 Semester</td>
</tr>
<tr>
<td>Consumer Ed.:</td>
<td>1 Semester</td>
</tr>
<tr>
<td>Safety:</td>
<td>1/2 Semester</td>
</tr>
<tr>
<td>Elective:</td>
<td>11 Semesters</td>
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</table>

**GRADUATION CREDITS: 22**

**Suggested College Admissions Sequence**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
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<tbody>
<tr>
<td>English:</td>
<td>8 Semesters</td>
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<tr>
<td>Math:</td>
<td>8 Semesters</td>
</tr>
<tr>
<td>Science:</td>
<td>8 Semesters</td>
</tr>
<tr>
<td>Social Science:</td>
<td>7-8 Semesters</td>
</tr>
<tr>
<td>World Language:</td>
<td>4-8 Semesters</td>
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</table>

**Core Curriculum**

SAT defines core curriculum by at least four years on English, and at least three years of mathematics, three years of natural science, and three years of social science and history.

**Courses Taken for Better Grade (No Credit Awarded):**

________________________________________________________________________________________
All courses offered at the high schools are listed here. Please check the individual courses for prerequisites, course availability, and duration of courses. Courses with an asterisk (*) describes an Honors Level course. *NCAA Approved Core Courses are italicized.*

### ART | Page 26

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
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<tr>
<td>110</td>
<td>Art Foundation</td>
</tr>
<tr>
<td>111</td>
<td>World Arts</td>
</tr>
<tr>
<td>112</td>
<td>Introduction to Cinema Studies</td>
</tr>
<tr>
<td>113</td>
<td>Art Foundations Block: Drawing &amp; Painting</td>
</tr>
<tr>
<td>116</td>
<td>Art Foundations Block: Ceramics &amp; Sculpture</td>
</tr>
<tr>
<td>117</td>
<td>Art Foundations Block: Digital Arts</td>
</tr>
<tr>
<td>213</td>
<td>Drawing Studio</td>
</tr>
<tr>
<td>214</td>
<td>Painting Studio</td>
</tr>
<tr>
<td>215</td>
<td>Graphic Design Studio</td>
</tr>
<tr>
<td>216</td>
<td>Ceramics &amp; Sculpture Studio</td>
</tr>
<tr>
<td>217</td>
<td>Photography Studio</td>
</tr>
<tr>
<td>313</td>
<td>AP Pathway: Drawing Studio</td>
</tr>
<tr>
<td>316</td>
<td>AP Pathway: 3-D Design</td>
</tr>
<tr>
<td>317</td>
<td>AP Pathway: 2-D Design</td>
</tr>
<tr>
<td>124</td>
<td>Film Appreciation (Dual Credit)*</td>
</tr>
<tr>
<td>128</td>
<td>Digital Photography (Dual Credit)</td>
</tr>
<tr>
<td>417</td>
<td>AP Studio Art: 2-D Design*</td>
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</table>

### CAREER & TECHNICAL EDUCATION | Page 30

#### Business & Computer Technology | Page 31

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>101</td>
<td>Business 101 (Dual Credit)*</td>
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<tr>
<td>122</td>
<td>Introduction to Computer Programming (Dual Credit)</td>
</tr>
<tr>
<td>130</td>
<td>Basic PC Maintenance/Operating System Concepts</td>
</tr>
<tr>
<td></td>
<td>(Dual Credit)</td>
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<tr>
<td>133</td>
<td>PC Hardware and OS Maintenance (Dual Credit)</td>
</tr>
<tr>
<td>136</td>
<td>Introduction to Computer Networks (Dual Credit)</td>
</tr>
<tr>
<td>272</td>
<td>Sports and Entertainment Marketing (Dual Credit)</td>
</tr>
<tr>
<td>370</td>
<td>Foundations of Business and Technology</td>
</tr>
<tr>
<td>371</td>
<td>Personal Finance</td>
</tr>
<tr>
<td>372</td>
<td>Marketing (Dual Credit)</td>
</tr>
<tr>
<td>374</td>
<td>Word Processing I – Keyboarding</td>
</tr>
<tr>
<td>376</td>
<td>Word Processing II – Advanced Keyboarding</td>
</tr>
<tr>
<td></td>
<td>(Dual Credit)</td>
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<tr>
<td>472</td>
<td>Accounting I</td>
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<td>475</td>
<td>Business Law</td>
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<td>478</td>
<td>Entrepreneurship (Dual Credit)</td>
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<tr>
<td>479</td>
<td>Multimedia I</td>
</tr>
<tr>
<td>572</td>
<td>Accounting II</td>
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<td>575</td>
<td>Business Computer Applications</td>
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<td>576</td>
<td>Desktop Publishing</td>
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<td>579</td>
<td>Multimedia II and Video Game Design</td>
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<td>671</td>
<td>Business Careers (Dual Credit)</td>
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<td>673</td>
<td>Cooperative Career Education I</td>
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<td>676</td>
<td>Investments</td>
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#### Industrial Technology | Page 36

<table>
<thead>
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<th>Course Name</th>
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<tbody>
<tr>
<td>385</td>
<td>Introduction to Industrial Technology</td>
</tr>
<tr>
<td>482</td>
<td>Woodworking, Materials, and Processes I</td>
</tr>
<tr>
<td>483</td>
<td>Woodworking, Materials, and Processes II</td>
</tr>
<tr>
<td>484</td>
<td>Power and Automotive Technology</td>
</tr>
<tr>
<td>486</td>
<td>Graphic Communication I</td>
</tr>
<tr>
<td>488</td>
<td>Welding I</td>
</tr>
<tr>
<td>489</td>
<td>Advanced Welding and Fabrication</td>
</tr>
<tr>
<td>580</td>
<td>Introduction to CAD: Mechanical and Residential</td>
</tr>
<tr>
<td></td>
<td>Drafting</td>
</tr>
<tr>
<td>586</td>
<td>Graphic Communication II</td>
</tr>
<tr>
<td>680</td>
<td>Introduction to Engineering and Design</td>
</tr>
<tr>
<td>682</td>
<td>Residential Carpentry</td>
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</tbody>
</table>

#### COMPUTER SCIENCE | Page 38

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>120</td>
<td>Introduction to Computing</td>
</tr>
<tr>
<td>121</td>
<td>Introduction to Programming: JavaScript</td>
</tr>
<tr>
<td>811</td>
<td>AP Computer Science Principles*</td>
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<tr>
<td>813</td>
<td>AP Computer Science A*</td>
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</table>

#### ENGLISH | Page 40

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>103</td>
<td>Comprehensive English I</td>
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<tr>
<td>105</td>
<td>AP Prep Comprehensive English I*</td>
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<tr>
<td>203</td>
<td>Comprehensive English II</td>
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<tr>
<td>205</td>
<td>AP Prep Comprehensive English II*</td>
</tr>
<tr>
<td>303</td>
<td>American Literature</td>
</tr>
<tr>
<td>305</td>
<td>Accelerated American Literature*</td>
</tr>
<tr>
<td>307</td>
<td>AP English Language and Composition*</td>
</tr>
<tr>
<td>310</td>
<td>American Literature: Minority Authors</td>
</tr>
<tr>
<td>403</td>
<td>Comprehensive Literature</td>
</tr>
<tr>
<td>404</td>
<td>Comprehensive Rhetoric</td>
</tr>
<tr>
<td>405</td>
<td>Accelerated Comprehensive Literature*</td>
</tr>
<tr>
<td>406</td>
<td>Accelerated Comprehensive Rhetoric*</td>
</tr>
<tr>
<td>407</td>
<td>AP English Literature and Composition*</td>
</tr>
<tr>
<td>408</td>
<td>Advanced Composition (Dual Credit)*</td>
</tr>
<tr>
<td>501</td>
<td>Creative Writing</td>
</tr>
<tr>
<td>504</td>
<td>Journalism</td>
</tr>
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<td>505</td>
<td>Yearbook Production</td>
</tr>
<tr>
<td>506</td>
<td>Drama</td>
</tr>
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<td>507</td>
<td>Acting</td>
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<td>508</td>
<td>Public Speaking</td>
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<tr>
<td>513</td>
<td>Strategic Literacy</td>
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<td>916</td>
<td>Intensive English for Newcomers</td>
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<td>917</td>
<td>ESL I</td>
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<td>ESL II</td>
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<td>920</td>
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#### Family & Consumer Sciences | Page 35

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<thead>
<tr>
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<tbody>
<tr>
<td>487</td>
<td>Nutrition and Culinary Arts I</td>
</tr>
<tr>
<td>489</td>
<td>Culinary Arts and Hospitality (Dual Credit)</td>
</tr>
<tr>
<td>490</td>
<td>Nutrition and Culinary Arts II</td>
</tr>
<tr>
<td>687</td>
<td>Child Development and Parenting</td>
</tr>
</tbody>
</table>
MATHEMATICS | Page 46
334  Algebra I
354  Mathematical Experiments with Statistics and Computer Science I
434  Plane Geometry
435  Accelerated Geometry*
534  Algebra II
535  Accelerated Algebra II*
634  PreCalculus with Trigonometry
635  Accelerated PreCalculus with Trigonometry*
731  Applied Mathematics
732  Advanced Mathematical Decision-Making
733  Discrete Mathematics
734  Calculus
831  Statistics (Dual Credit)*
833  AP Statistics*
835  AP Calculus AB*
836  AP Calculus BC*

MULTI-DEPARTMENTAL | Page 50
109  AVID 9
210  AVID 10
311  AVID 11
412  AVID 12
115  Academic Support
300  Social Justice Seminar
476  College and Career Readiness Seminar
480  Education to Careers and Professions Internship
880  Independent Study
301  Medical Careers I (Dual Credit)
302  Medical Careers II (Dual Credit)

MUSIC | Page 52

Centennial High School Music| Page 52
562  Beginning Band (Fall Semester)
563  Concert Band (Spring Semester)
564  Concert Band
565  Symphonic Band
567  Concert Orchestra
568  Chamber Orchestra
569  Music Theory
661  Music Survey
662  Choir A
663  Choir B
664  Reflections
665  Expressions Choir
670  Guitar
671  Advanced Guitar
870  AP Music Theory*
9PEBAF  Marching Band

Central High School Music| Page 55
562  Beginning Band
564  Concert Band
565  Symphonic Band
566  Wind Symphony
567  Concert Orchestra
568  Chamber Orchestra
569  Music Theory
661  Music Survey
662  Choir A
663  Choir B
664  Chamber Choir
665  Concert Choir
670  Guitar
671  Advanced Guitar
870  AP Music Theory*
9PEBAF  Marching Band

PHYSICAL EDUCATION, HEALTH, & DRIVER EDUCATION | Page 58
298  Health
393-96  General PE
397  Strength Training and Conditioning
399  Driver Education/Classroom (Safety)
499  Driver Education/Behind the Wheel
695  Adaptive PE

SCIENCE | Page 60
370  Biology
375  AP Prep Biology*
481  Chemistry I
482  Chemistry II
486  AP Prep Chemistry I*
487  AP Prep Chemistry II*
490  Physics and Chemistry of Modern Technology (No longer offered beginning SY2019-2020)
572  Zoology
574  Microbiology
592  Space Science
593  The Dynamic Earth
675  Anatomy and Physiology
691  Physics I
692  Physics II
696  AP Prep Physics I*
697  AP Prep Physics II*
775  Human Biology (Dual Credit)*
785  Chemistry of Everyday Life (Dual Credit)*
875  AP Biology*
885  AP Chemistry*
895  AP Physics C: Mechanics*
SOCIAL SCIENCES | Page 65
454  The Contemporary World
460  Human Geography
551  World History
605  Law in American Society
650  African-American History
652  United States History
654  Media Literacy
656  Economics
657  Sociology
658  Psychology
660  American Government and Civics
661  American History Through Film
851  AP World History*
852  AP United States History*
853  AP Macroeconomics*
855  AP United States Government and Politics*
859  AP Psychology*
862  AP European History*

WORLD LANGUAGES | Page 70
326  French I
426  French II
526  French III
626  French IV*
327  German I
427  German II
527  German III*
101  German 101 (Dual Credit)*
102  German 102 (Dual Credit)*
329  Spanish I
429  Spanish II
430  Heritage Spanish
431  Heritage French
529  Spanish III
629  Spanish IV*
826  AP French Language*
827  AP German Language*
829  AP Spanish Language*
827  AP German Language*
829  AP Spanish Language*
831  AP Spanish Literature and Culture*
# Visual Arts Course Sequence

To aid in scheduling, the following graph shows suggested 4-year course paths for students who wish to pursue a focused area of study in Art:

<table>
<thead>
<tr>
<th>Drawing/Painting</th>
<th>Photography</th>
<th>Digital Arts</th>
<th>Ceramics/Sculpture</th>
<th>Art Appreciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1 (Freshmen may only enroll in Level 1 courses)</td>
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<tr>
<td>110 Art Foundations+</td>
<td>110 Art Foundations+</td>
<td>110 Art Foundations+</td>
<td>110 Art Foundations+</td>
<td>110 Art Foundations+</td>
</tr>
<tr>
<td>Level 2</td>
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</tr>
<tr>
<td>213 Drawing Studio</td>
<td>217 Photography Studio</td>
<td>215 Graphic Design Studio</td>
<td>216 Ceramics &amp; Sculpture Studio</td>
<td>124 Dual Credit Film Appreciation*</td>
</tr>
<tr>
<td>214 Painting Studio</td>
<td>128 Dual Credit Digital Photography</td>
<td>128 Dual Credit Digital Photography</td>
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<tr>
<td>Level 3</td>
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</tr>
<tr>
<td>313 AP Pathway: Drawing Studio</td>
<td>317 AP Pathway: 2-D Design</td>
<td>317 AP Pathway: 2-D Design</td>
<td>316 AP Pathway: 3-D Design</td>
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<tr>
<td>Level 4</td>
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</tr>
<tr>
<td>417 AP Studio Art: 2-D Design*</td>
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</tr>
</tbody>
</table>

*Honors Level course.
+Open to freshmen.

The Art curriculum listed can assist in planning a sequence of classes. Art Foundations (110) is the beginning-level class and serves as a prerequisite for all courses except World Art and Introduction to Cinema Studies. Students enrolling in AP Studio Art: 2-D Design (417) are recommended to have completed upper-level courses or have a portfolio review with the instructor.

Seniors may take most art classes without the Art Foundations prerequisite; other students wishing to enroll in classes without a prerequisite may take the Art Foundations proficiency exam or schedule a portfolio review with the Content Area Chair.

### 110 Art Foundations

**Course Information:** 1/2 credit; either semester; open to grades 9, 10, 11 & 12  
**Prerequisite:** None  
**Description:** This beginning-level survey course exposes students to a range of media and methods including drawing, painting, sculpture and mixed media. This course will guide students through basic art concepts and techniques to give students a broader understanding of art and its role in society and daily life. This prerequisite course provides the foundation for all other art courses.
<table>
<thead>
<tr>
<th>Course Information</th>
<th>Prerequisite</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Digital Photography (College Level Dual Credit)</td>
<td>Art Foundations (110); no prerequisite for Seniors</td>
<td>Digital Photography is an introductory photography course covering the basic principles of digital photography as a fine art medium, including equipment selection and use, image processing, printing, and aesthetics. Students will need to provide some basic supplies for the class. Students are encouraged to provide their own digital camera with a range of adjustable exposure controls, at least five megapixels or greater. A limited number of school-owned cameras may be available for use by students. This course is offered as a Dual Credit course with Parkland College, allowing students to earn both high school credit and 3 hours of Parkland College credit. Students should possess basic computer skills.</td>
</tr>
<tr>
<td>111  World Arts</td>
<td>None</td>
<td>This course exposes students to a variety of arts, crafts, media, and traditions from other cultures as a means to develop a greater global perspective. Emphasis will be placed on developing a greater appreciation and understanding of a variety of traditional skills through mastery of hands-on techniques. This course serves as a bridge to Art Foundations (110), Art Foundations Block: Ceramics &amp; Sculpture (116) and/or Ceramics &amp; Sculpture Studio (216) classes.</td>
</tr>
<tr>
<td>112  Introduction to Cinema Studies</td>
<td>None</td>
<td>This course will cover the history and major genres of motion picture films. Students will learn the basic vocabulary for responding to film, an overview of filmmaking techniques, and the historical and cultural context for appreciating cinema. By watching selected movies both in- and out-of-class, students will apply these understandings through a range of formal and informal assessments, presentations and written responses. This course serves as a bridge to Film Appreciation (124).</td>
</tr>
<tr>
<td>113  Art Foundations Block: Drawing &amp; Painting</td>
<td>Art Foundations (110); no prerequisites for Seniors</td>
<td>This course is an extension of Art Foundations and will concentrate on the processes and ideas surrounding two-dimensional art forms. Students will study compositional techniques, wet and dry media applications, concept development, and art analysis. This course serves as a bridge to Drawing Studio (364) and Painting Studio (367) classes.</td>
</tr>
<tr>
<td>116  Art Foundations Block: Ceramics &amp; Sculpture</td>
<td>Art Foundations (110); no prerequisites for Seniors</td>
<td>This course is an extension of Art Foundations and World Arts and will concentrate on the processes and ideas surrounding Ceramics and Sculpture. Students will be exposed to a variety of 3-D methods and materials. Students will study 3-D compositional techniques, concept development and art analysis. This course serves as a bridge to Ceramics &amp; Sculpture Studio (465).</td>
</tr>
<tr>
<td>117  Art Foundations Block: Digital Arts</td>
<td>Art Foundations (110); no prerequisites for Seniors</td>
<td>This course is an extension of Art Foundations and will concentrate on the processes and ideas surrounding Digital Arts. Students will be exposed to a variety of methods and materials related to digital photography and computer arts. This course serves as a bridge to Graphic Design Studio (368), Photography (461) and Dual Credit Digital Photography (128) classes.</td>
</tr>
<tr>
<td>124  Film Appreciation (College Level Dual Credit)</td>
<td>American Film (460) is strongly recommended</td>
<td>This course serves as a bridge to Art Foundations (110), Art Foundations Block: Drawing &amp; Painting (113), Art Foundations Block: Ceramics &amp; Sculpture (116), World Arts (111), Art Foundations Block: Digital Arts (117), and Film Appreciation (124).</td>
</tr>
<tr>
<td>128  Digital Photography (College Level Dual Credit)</td>
<td>Art Foundations (110); no prerequisite for Seniors</td>
<td>This course serves as a bridge to Art Foundations (110), Art Foundations Block: Drawing &amp; Painting (113), Art Foundations Block: Ceramics &amp; Sculpture (116), World Arts (111), Art Foundations Block: Digital Arts (117), and Film Appreciation (124).</td>
</tr>
<tr>
<td>Course</td>
<td>Course Information:</td>
<td>Prerequisite:</td>
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<tr>
<td><strong>213 Drawing Studio</strong></td>
<td>1/2 credit; either semester; open to grades 10, 11 &amp; 12</td>
<td>Art Foundations (110); no prerequisites for Seniors</td>
</tr>
<tr>
<td><strong>214 Painting Studio</strong></td>
<td>1/2 credit; either semester; open to grades 10, 11 &amp; 12</td>
<td>Art Foundations (110); no prerequisites for Seniors</td>
</tr>
<tr>
<td><strong>215 Graphic Design Studio</strong></td>
<td>1/2 credit; either semester; open to grades 10, 11 &amp; 12</td>
<td>Art Foundations (110); no prerequisites for Seniors</td>
</tr>
<tr>
<td><strong>216 Ceramics &amp; Sculpture Studio</strong></td>
<td>1/2 credit; either semester; open to grades 10, 11 &amp; 12</td>
<td>Art Foundations (110); no prerequisites for Seniors</td>
</tr>
<tr>
<td><strong>217 Photography Studio</strong></td>
<td>1/2 credit; either semester; open to grades 10, 11 &amp; 12</td>
<td>Art Foundations (110); no prerequisite for Seniors</td>
</tr>
<tr>
<td><strong>313 AP Pathway: Drawing Studio</strong></td>
<td>1/2 credit; either semester; open to grades 10, 11 &amp; 12</td>
<td>Drawing Studio (213) and/or Painting Studio (214)</td>
</tr>
</tbody>
</table>
### AP Pathway: 3-D Design

**Course Information:** 1/2 credit; either semester; open to grades 10, 11 & 12  
**Prerequisite:** Ceramics & Sculpture Studio (216)  
**Description:** This course will explore complex ceramic and sculpture themes and methods in preparation for success in Advanced Placement 3-D Design. An emphasis will be placed on expressive and creative approaches to ceramics and sculpture techniques. To better prepare students for the demands of Advanced Placement, students will need to work independently and outside of class. Students will begin to create artworks for inclusion in an AP Studio Art: 3-D Design breadth portfolio. This course serves as a bridge to Advanced Placement Studio Art: 3-D Design (offered in 2022-23).

### AP Pathway: 2-D Design

**Course Information:** 1/2 credit; either semester; open to grades 10, 11 & 12  
**Prerequisite:** Drawing Studio (213), Painting Studio (214), Photography Studio (217) and/or Graphic Design Studio (215); no prerequisite for Seniors  
**Description:** This course will prepare students for AP Studio Art: 2-D Design by developing complex techniques and concepts related to photography, graphic design, illustration, and digital arts. To better prepare students for the demands of Advanced Placement, students will need to work independently and outside of class. Students will begin to create artworks for inclusion in an AP Studio Art: 2-D Design breadth portfolio. This course serves as a bridge to Advanced Placement Studio Art: 2-D Design (417).

### Advanced Placement (AP) Studio Art: 2-D Design

**Course Information:** 1/2 credit each semester; both semesters required; full year course; open to grades 10, 11 & 12; Honors Level course  
**Prerequisite:** A sequence of upper-level art courses and AP Pathway: 2-D Design (317) or AP Pathway: Drawing Studio (313) is strongly recommended.  
**Description:** Advanced Placement Studio Art: 2-D Design is for highly motivated students who are seriously interested in the study of art. The program demands significant commitment in and outside of class. A **summer project will be required.** Instead of a written exam, students in AP Studio Art will create a portfolio of at least 24 works of art demonstrating breadth and quality use of the elements and principles of art, along with a fully realized body of work exploring a central theme determined by the individual student. Students may explore any of the two-dimensional (2-D) mediums of art, including, but not limited to, drawing, graphic design, photography, printmaking, or painting. Students may submit completed portfolios for review, at a cost determined by the College Board. **Students eligible for free and reduced lunch, or who have fee waivers for the current school year, are eligible to have the cost of the submission waived.** **This course may be repeated for credit.**
# CTE Flowchart

The column heading the course falls under indicates the first year students are eligible to enroll in courses.

<table>
<thead>
<tr>
<th>Freshman</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
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<tbody>
<tr>
<td><strong>Business &amp; Computer Technology</strong></td>
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<tr>
<td>370 Foundations of Business and Technology</td>
<td>472 Accounting I</td>
<td>101 Business* (Dual Credit)</td>
<td>671 Business Careers (Dual Credit)</td>
</tr>
<tr>
<td>371 Personal Finance</td>
<td>579 Multimedia II/Intro to Video Game Design</td>
<td>122 Introduction to Computer Programming (Dual Credit)</td>
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<tr>
<td>374 Word Processing I</td>
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<td>130 Basic PC Maintenance/Operating System Concepts (Dual Credit)</td>
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<tr>
<td>479 Multimedia I</td>
<td></td>
<td>133 PC Hardware and OS Maintenance (Dual Credit)</td>
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<tr>
<td>575 Business Computer Applications</td>
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<td>136 Introduction to Computer Networks (Dual Credit)</td>
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<td>576 Desktop Publishing</td>
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<td>272 Sports and Entertainment Marketing (Dual Credit)</td>
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<td>372 Marketing (Dual Credit)</td>
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<td>376 Word Processing II (Dual Credit)</td>
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<td>475 Business Law</td>
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<td>478 Entrepreneurship (Dual Credit)</td>
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<td>572 Accounting II</td>
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<td>673 Cooperative Career Education</td>
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<td>676 Investments</td>
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</tr>
</tbody>
</table>

| **Family & Consumer Sciences** | | | |
| 487 Nutrition and Culinary Arts I | 489 Culinary Arts and Hospitality (Dual Credit) | | |
| 490 Nutrition and Culinary Arts II | | | |
| 687 Child Development and Parenting | | | |

| **Industrial Technology** | | | |
| 385 Introduction to Industrial Technology | 486 Graphic Communication I | 680 Introduction to Engineering & Design | |
| 482 Woodworking, Materials and Processes I | 580 Introduction to CAD Mechanical & Residential Drafting | 682 Residential Carpentry | |
| 484 Power and Automotive Technology | 586 Graphic Communication II | | |
| | 582 Woodworking, Materials and Processes II | | |
| | 488 Welding I | | |
| | 588 Advanced Welding and Fabrication | | |

**Parkland College Dual Credit Career Programs**
- Industrial Technology/Manufacturing Construction
- Automotive Youth Educational Systems (AYES Program)

**NOTE:** See course descriptions for grade level recommendations.

*Honors Level course.
Champaign Unit 4 CTE Mission Statement
Career and Technical Education assists all students in discovering their educational purpose, personal potential, and a pathway to their future through instruction that integrates rigor, relevance and relationships.

BUSINESS & COMPUTER TECHNOLOGY

101  Business 101 (College Level Dual Credit)
Course Information:  1/2 credit; either semester; recommended to grades 11 & 12; Honors Level course
Prerequisite:  None
Description:  This is a survey course open to students interested in areas of business, including marketing, management, and finance for both Business and non-Business students. Students will do case study write-ups and a report on Investment Projects. This course provides an opportunity to explore the total business environment and its related careers. This course is offered as a Dual Credit course with Parkland College, allowing students to earn both high school credit and 3 hours of Parkland College credit.

122  Introduction to Computer Programming (College Level Dual Credit)
Course Information:  1/2 credit; either semester; open to grades 11 & 12
Prerequisite:  Algebra I
Description:  Students will be introduced to logic and fundamental programming concepts using a common computer language with emphasis on syntax and structure. Understanding of basic computer programming concepts is emphasized and students will be able to analyze, design, and write computer programs to solve problems using variable, and the three control structures. Students will learn how to code HTML, CSS and Java Script for creating Web pages and Mobile Apps, as well as work in Visual Studio to create fully executable files. Students will be familiar with procedural, event driven, and object-oriented programming approaches. This course is offered as a Dual Credit course with Parkland College, allowing students to earn both high school credit and 4 hours of Parkland College credit.

130  Basic PC Maintenance/Operating System Concepts (College Level Dual Credit)
Course Information:  1/2 credit; either semester; open to grades 11 & 12
Prerequisite:  None
Description:  This course is designed to introduce students to microcomputer operating systems such as file management, disk orientation, memory resource management, systems configuration, and disk maintenance. Topics include PVC parts, virus protection, backups, driver installation, updates, printer management, and network connectivity. This course is offered as a Dual Credit course with Parkland College, allowing students to earn both high school credit and 3 hours of Parkland College credit.

133  PC Hardware and OS Maintenance (College Level Dual Credit)
Course Information:  1/2 credit; either semester, open to grades 11 & 12
Prerequisite:  Basic PC Maintenance/Operating System Concepts
Description:  This computer repair course provides students the opportunity to learn about various components of the computer, the way a computer functions, operating systems, hardware, and troubleshooting techniques. Students will prepare to take the A+ Certification exam for becoming a PC repair technician. This course is offered as a Dual Credit course with Parkland College, allowing students to earn both high school credit and 4 hours of Parkland College credit.
### 136 Introduction to Computer Networks (College Level Dual Credit)

**Course Information:** 1/2 credit; either semester; open to grades 11 & 12  
**Prerequisite:** PC Hardware and OS Maintenance  
**Description:** This computer networks course introduces to the networking field. Students will learn network terminology and protocols, locally area networks, wide-area networks, OSI model, cabling, router programming, Ethernet, IP addressing, and network standards. Students will be preparing to take the Net+ Certification exam. A network technician can work as a network administrator, network technician, network installer, help desk technician, and an IT cable installer. This course is offered as a Dual Credit course with Parkland College, allowing students to earn both high school credit and 4 hours of Parkland College credit.

### 272 Sports and Entertainment Marketing (College Level Dual Credit)

**Course Information:** 1/2 credit; either semester course recommended for grades 11 & 12  
**Prerequisite:** None  
**Suggested Sequence:** Sports and Entertainment Marketing (272) Marketing (372-Dual Credit) Entrepreneurship (478-Dual Credit)  
**Description:** Sports and Entertainment Marketing is a course that is designed for students interested in sports, entertainment, and event marketing. Emphasis is placed on the following principles as they apply to the industry: branding, licensing, and naming rights; business foundations; concessions and on-site merchandising; economic foundations; promotion; safety and security; and human relations. Marketing simulations, projects, and teamwork activities provide many opportunities for application of instructional competencies as well as utilizing the internet and possibly attending field trips. This course is offered as a Dual Credit course with Parkland College, allowing students to earn both high school credit and 3 hours of Parkland College credit.

### 370 Foundations of Business and Technology

**Course Information:** 1/2 credit; either semester; open to grades 9, 10, 11 & 12; recommended to grades 9 & 10  
**Prerequisite:** None  
**Description:** This course provides a survey of the business world. Topics include the basic principles and practices of contemporary business. Upon completion, students should be able to demonstrate an understanding of business concepts as a foundation for studying other business subjects. This course will focus on the pillars of Business Education: Technology, Accounting, Economics, Marketing, Investing, and Entrepreneurship. In order to meet students’ future career aspirations, Foundations of Business and Technology will empower students to explore their academic and career interests and selection of potential career pathways.

### 371 Personal Finance

**Course Information:** 1/2 credit; either semester; open to grades 9, 10, 11 & 12; recommended to grades 11 & 12  
**Prerequisite:** None  
**Description:** This one-semester course will give students a firm grasp of money management and various investing techniques, as well as provide the college-bound student with an excellent foundation for post-secondary business classes. The ability to manage one’s personal finances on a daily basis, as well as set long-term goals, is a valuable skill for students to process. The process of making educated and informed decisions while taking charge of one’s financial future will be discussed in depth. Units of study include the following: budgeting, savings, debt, credit, funding college education, consumer awareness, bargain shopping, investing and retirement, insurance, charity, careers, and taxes. Various technological components are integrated throughout the curriculum. Successful completion of Personal Finance fulfills the State Consumer Education Requirement for high school graduation.

### 372 Marketing (College Level Dual Credit)

**Course Information:** 1/2 credit; either semester; recommended to grades 11 & 12  
**Prerequisite:** None  
**Suggested Sequence:** Marketing (372) Entrepreneurship (478)  
**Description:** Marketing students will study business activities that direct the flow of goods and services from the producer to the consumer. These activities include product planning, packaging, distribution, selling, pricing, marketing research, and advertising. A portion of this class is project-based. This course is offered as a Dual Credit course with Parkland College, allowing students to earn both high school credit and 3 hours of Parkland College credit.

### 374 Word Processing I – Keyboarding

**Course Information:** 1/2 credit; either semester; recommended to grades 9, 10, 11 & 12  
**Prerequisite:** None  
**Suggested Sequence:** Word Processing I (374) Word Processing II-Advanced Keyboarding (376) or Multimedia (479)  
**Description:** Students will develop speed and improve accuracy while learning word processing techniques. Students will acquire basic keyboarding skills and learn formatting of documents. Students will learn to edit and format text and paragraphs, change fonts, work with headers and footers, and cut and paste text. Students will apply basic skills by formatting letters, reports, tables and outlines, and composing various documents. Students will have the opportunity to earn Microsoft Office Certifications.
376  Word Processing II – Advanced Keyboarding (College Level Dual Credit)
Course Information: 1/2 credit; either semester; open to grades 11 & 12
Prerequisite: Word Processing I (374)
Description: Students will expand on the skills learned in Word Processing I. Students will apply advanced word processing skills by formatting letters, reports, tables, outlines, and various professional documents in preparation for future classes, college, and the workplace. Students will also be introduced to basic presentation techniques using Microsoft PowerPoint as well as several web-based presentation programs. This course is offered as a Dual Credit course with Parkland College, allowing students to earn both high school credit and 3 hours of Parkland College credit. Students will have the opportunity to earn Microsoft Office Certifications.

472  Accounting I
Course Information: 1/2 credit each semester; both semesters required; full year course; recommended to grades 10, 11 & 12
Prerequisite: None
Suggested Sequence: Accounting I (472) Accounting II (572)
Description: Does your future include a career in business? Accounting is the language of business. Accounting I will broaden students’ backgrounds by identifying career opportunities, presenting economic activities, and providing an opportunity for studying the accounting process. The second semester completes the accounting cycle and introduces partnership and corporation accounting. Instruction includes information on keeping financial records, summarizing them for convenient interpretation, and analyzing them to provide assistance to management for decision making. Practice sets are used to give students opportunities to apply their accounting knowledge. Students will also utilize real-world accounting software and spreadsheets. Parkland College credit (ACC 117) available through a proficiency exam with a grade of C on the exam. This credit is non-transferable.

475  Business Law
Course Information: 1/2 credit; either semester; open to grades 11 & 12
Prerequisite: None
Description: Topics in this course include contracts, our legal system (crimes, torts, law enforcement, and the court system), bailment, employee-employer relationships, buying and selling goods, real and personal property, wills and estate planning, product liability and warranties, debtor and creditor rights, and bankruptcy. Legal problem solving is strongly emphasized. Students will write summaries on case law.

478  Entrepreneurship (College Level Dual Credit)
Course Information: 1/2 credit; either semester; recommended to grades 11 & 12
Prerequisite: None
Description: This course will give students an opportunity to learn about organizing, operating, and assuming the risk of a business venture. Goals will be accomplished by creating new business ideas, analyzing markets and competitors, planning a new enterprise, marketing products or services, obtaining capital, and maintaining a financial plan. This course is highly recommended for students with an interest in the world of business. This course is offered as a Dual Credit course with Parkland College, allowing students to earn both high school credit and 3 hours of Parkland College credit.

479  Multimedia I
Course Information: 1/2 credit; either semester; recommended to grades 9, 10, 11 & 12
Prerequisite: None
Suggested Sequence: Multimedia I (479) Multimedia II (579) or Business Computer Applications (575).
Description: This course is a lab-oriented, project-based program designed for the student who wants a wide range of experiences with a variety of computer applications. Students will use the Internet as an essential tool to help gather, organize, and share information. A few of the topics to be covered include: editing, drawing, creating pictures, and graphics. Students will work with the following software: Paint, PowerPoint, Movie Maker, Photoshop, iMovie, or HTML with notepad.

572  Accounting II
Course Information: 1/2 credit; either semester; recommended to grades 11 & 12
Prerequisite: Accounting I (472)
Description: This course is designed to increase students’ knowledge of accounting principles. Financial statements and accounting records as they apply to the more complex types of business organizations (partnerships, corporations, and branches) are stressed. Students will become familiar with specialized fields of accounting, such as payroll and cost accounting. Advanced study in plant assets, depreciation, inventories, worksheets, adjustments, closing entries, statement preparation, receivables (uncollectible accounts) and payables, stock and dividend distribution will be offered.
575 Business Computer Applications
Course Information: 1/2 credit; either semester; open to grades 9, 10, 11 & 12
Prerequisite: Word Processing Skills Preferred
Description: Students will acquire a thorough knowledge of Excel and PowerPoint that will transfer to the workforce and college. Using presentation software, students will put together slideshows, speaker notes and handouts incorporating music, pictures and animation. Students will edit and utilize calculations in spreadsheets to make real-world decisions.

576 Desktop Publishing
Course Information: 1/2 credit; either semester; open to grades 9, 10, 11 & 12
Prerequisite: Word Processing Skills Preferred
Description: This course explores desktop publishing using the latest software, while preparing newsletters, brochures, and graphics. Students will turn their creativity into great-looking documents and computer presentations, preparing flyers, newsletters, brochures, programs, menus and booklets, as well as graphics designed for various publications. Course will focus on print publications.

579 Multimedia II and Video Game Design
Course Information: 1/2 credit; either semester; open to grades 10, 11 & 12
Prerequisite: Multimedia I (479)
Description: Multimedia is a unique production-oriented course that requires students to work collaboratively to meet deadlines and complete tasks in a project-based environment. Students will create websites using a WYSIWYG application such as Dreamweaver. Scanners, digital cameras, and digital video cameras will be used to capture, edit, and create audio and video clips (Central only). An emphasis will be placed on the students’ ability to design web pages in a timely fashion. Video Game Design will be incorporated using the software on the Internet. The course is intended for students who desire web development experience and who are self-directed, motivated, and creative. This course may be repeated for credit.

671 Business Careers (College Level Dual Credit)
Course Information: 1/2 credit per period per semester; full year course; open to grade 12
Prerequisite: Consent of the coordinator
Description: Improve your working potential while receiving school credit for working. Students receive credit for the class and up to two class periods of credit for work. The students will comprehensively evaluate their work performance in such topics as further career education opportunities, job seeking skills, personal development, human relationships, and organization. The course focuses on synthesizing and evaluating work-related skills and on analyzing these job survival skills as they are applied to the world of work. Students will develop a portfolio, which is an analysis of their work experience. Students will spend part of the day at school and part of the day at an approved professional office for 10-20 hours per week. Coordinators confirm and approve each student’s work site, which is for the entire school year. Students may contract with the instructor to complete extra work each semester to receive Honors Level credit for the class; the work sections will remain non-Honors. This course is offered as a Dual Credit course with Parkland College, allowing students to earn both high school credit and 3 hours of Parkland College credit.

673 Cooperative Career Education I
Course Information: 1/2 credit per period per semester; full year course; open to grades 11 & 12
Prerequisite: Consent of the coordinator
Description: The course content includes such topics as further career education opportunities, job seeking skills, personal development, human relationships, and organization. Students receive instruction in job survival skills such as leadership, conflict resolution, work ethics, teamwork, oral presentations, and problem solving. Students will explore careers, write resumes and application letters, conduct job interviews, and prepare a career portfolio for future use. Students will spend part of the day at school and part at an approved work site for 10-20 hours per week. Coordinators confirm and approve each student’s work site, which is for the entire school year.

676 Investments
Course Information: 1/2 credit; either semester; open to grades 11 & 12
Prerequisite: None
Description: Learn how to make your cash grow. Students will take a comprehensive look at financial planning. Topics to be covered include: tax incentive investments, qualified retirement plans, options, real estate, bonds (corporate, municipal, government), mutual funds, annuities, commodities, futures, and the stock market. The main emphasis will be learning about all the investment choices and making a sound, long-term financial plan. Students will participate in a semester-long stock market simulation competing with other students in Champaign County. Students will write a technical analysis on stock selections.
487 Nutrition and Culinary Arts I
Course Information: 1/2 credit; either semester; open to grades 9, 10, 11 & 12; recommended for grades 9 & 10
Prerequisite: None
Description: Nutrition and Culinary Arts I is an introductory course valuable to all students as both a life foundation and a source of academic enrichment. It is especially relevant for the student interested in careers related to nutrition, food, and wellness. This course introduces the student to the basics of food preparation so they can become self-sufficient in accessing healthy and nutritious foods. Course content encompasses: meeting basic nutritional needs by applying nutrition concepts; meeting health, safety, and sanitation requirements; maximizing resources when planning/preparing/serveing food; applying hospitality skills; analyzing nutritional needs in relation to change; and careers in nutrition and culinary arts.

489 Culinary Arts and Hospitality (College Level Dual Credit)
Course Information: 1/2 credit each semester; both semesters required; full year course; open to grades 10, 11 & 12
Prerequisite: Nutrition and Culinary Arts I (487); 2.5 or higher GPA and required testing for college credit OR teacher approval for high school credit only
Description: This course provides principles of application into the hospitality industry, including nutrition, culinary, and entrepreneurial opportunities. Course content includes the following: selection, purchase, preparation, and conservation of food; dietary needs and trends; regional and international cuisine; safety and sanitation; careers in food service and hospitality industries. This course allows high school students sixteen years of age and older to earn both high school and college credit for HPI 110-Food Service Sanitation Certification and HPI 116-Kitchen Basics while attending high school. Students will have the opportunity to obtain their Illinois Food Safety and Sanitation Manager’s Certificate.

490 Nutrition and Culinary Arts II
Course Information: 1/2 credit; either semester; open to grades 9, 10, 11, 12
Prerequisite: Nutrition and Culinary Arts I (487)
Description: This course continues the study of nutrition and food preparation techniques introduced and practiced in Nutrition and Culinary Arts I. Additional, and more advanced, techniques and principles of the field will be applied. Students will have the opportunity to work on and obtain their Illinois Food Handler’s Certificate. This course is beneficial to the student interested in a career in culinary arts, food science and product development, hospitality and tourism management, sports medicine, or dietetics.

687 Child Development and Parenting
Course Information: 1/2 credit; either semester; open to grades 9, 10, 11 & 12
Prerequisite: None
Description: Child Development and Parenting addresses the knowledge, skills, attitudes, and behaviors associated with supporting and promoting optimal growth and development of infants and children. The focus is on research-based nurturing and parenting practices and skills, including brain development research, that support positive development of children. Students will explore opportunities in human services and education-related careers and develop a career portfolio. Students will also receive a CPR/AED certification.
## INDUSTRIAL TECHNOLOGY

Industrial Technology Courses are open to students from both campuses but are taught at Central High School.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Course Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>385</td>
<td>Introduction to Industrial Technology</td>
<td>Course Information: 1/2 credit; either semester; open to grades 9, 10, 11, &amp; 12&lt;br&gt;Prerequisite: None&lt;br&gt;Description: Learn how a computer works and how energy is utilized. This class explores the basic understanding of electronics, computers, computer-aided drafting (AutoCAD), fiber optics and wireless communications. Students will work as a team to explore production technology, manufacturing, and energy resources.</td>
</tr>
<tr>
<td>482</td>
<td>Woodworking, Materials, and Processes I</td>
<td>Course Information: 1/2 credit; either semester; open to grades 9, 10, 11, &amp; 12&lt;br&gt;Prerequisite: None&lt;br&gt;Description: Learn to use hand tools, table saws, and other power machines to build small projects that you can use! Planned activities allow students to develop fundamental principles, methods, and technical skills related to woodworking and finish work. You will also use computer-aided drafting software to draw basic plans of your projects. Students will be required to purchase their own wood for most projects. This course would be of interest to students who would like to follow careers in carpentry and/or cabinet making.</td>
</tr>
<tr>
<td>483</td>
<td>Woodworking, Materials, and Processes II</td>
<td>Course Information: 1/2 credit; either semester; open to grades 10, 11 &amp; 12&lt;br&gt;Prerequisite: Woodworking, Materials, and Processes I (482)&lt;br&gt;Description: In addition to advanced traditional woodworking techniques, this course will have an added emphasis on incorporating Computer Numeric Control (CNC) systems, 3D Printing, and other computer driven machines. These machines will enhance projects and skills learned in the Woodworking, Materials, and Processes I class. Planned learning activities will emphasize the development of more advanced knowledge and skills in the manufacturing and production fields. These skills will be focused on the following areas; OSHA safety, design, custom cabinetry, custom furniture building and other projects to be determined.</td>
</tr>
<tr>
<td>484</td>
<td>Power and Automotive Technology</td>
<td>Course Information: 1/2 credit; either semester; open to grades 9, 10, 11 &amp; 12&lt;br&gt;Prerequisite: Introduction to Industrial Technology (385)&lt;br&gt;Description: In this course the following automotive systems are studied: engine operation, fuel, ignition, and electrical. An emphasis is placed on the function of the systems. Instructional units include engine performance, automotive electrical system, lubrication, exhaust, fuel systems, and cooling systems. Small (one cylinder) engine operation is studied through the disassembly, inspection, repair, and reassembly of a four-cycle, air-cooled engine.</td>
</tr>
<tr>
<td>486</td>
<td>Graphic Communication I</td>
<td>Course Information: 1/2 credit; either semester; open to grades 10, 11 &amp; 12&lt;br&gt;Prerequisite: None&lt;br&gt;Description: This project-based course provides learning experiences common to all graphic artists, publishers, advertisers, web designers and graphic communication occupations. Students will learn current industry software that incorporates basic design elements, fundamental principles of color, balance and proportion in design, three-dimensional visualization, sketching, design procedures, and layout.</td>
</tr>
<tr>
<td>488</td>
<td>Welding I</td>
<td>Course Information: Recommended grade level 10, 11 &amp; 12&lt;br&gt;Prerequisite: Introduction to Industrial Technology (385)&lt;br&gt;Description: The Welding I Technology class is an introduction to the most common types of welding procedures and practices. The student will have hands-on experience using different welding processes such as arc and oxy-acetylene welding/cutting, shielded metal arc welding, and gas metal arc welding. Good shop procedures and proper safety practices will be emphasized throughout the course.</td>
</tr>
<tr>
<td>489</td>
<td>Advanced Welding and Fabrication</td>
<td>Course Information: Recommended grade level 10, 11 &amp; 12&lt;br&gt;Prerequisite: Welding I (488)&lt;br&gt;Description: This course builds on the skills and concepts introduced in Welding I, and provides more in-depth skill and knowledge development with Tungsten Inert Gas (TIG) and Metal Inert Gas (MIG) welding and out-of-position welds. Students also explore various metal fabrication techniques, as well as print reading, shop measurement and calculation.</td>
</tr>
</tbody>
</table>
Introduction to CAD: Mechanical and Residential Drafting

Course Information: 1/2 credit; either semester; open to grades 10, 11 & 12
Suggest sequence: Introduction to Industrial Technology (385) Introduction to Engineering and Design (680)
Description: Learn practical experience needed for the development of job related competencies using the industry standard in computer-aided drafting (CAD) software. You can design a house, lay out the site, design the floor plan, and learn about interior/exterior design and draw other layouts that make up a residential floor plan. This course would be valuable to students interested in architecture, building inspection, interior design, construction, and carpentry.

Graphic Communication II

Course Information: 1/2 credit; either semester; open to grades 10, 11 & 12
Prerequisite: Graphic Communication I (486)
Description: Students develop a project-based portfolio that builds on the skills learned in 486 Graphic Communication I. Students will continue to use current industry digital video editing software with traditional graphic arts techniques to create news stories, public service announcements, and action events. Planned learning activities will allow students to become knowledgeable of fundamental principles, methods, and to develop technical skills related to the graphic arts industry.

Introduction to Engineering and Design

Course Information: 1/2 credit each semester; open to grades 11 & 12; both semesters required; full year course
Prerequisite: Algebra (334) & Introduction to Industrial Technology (385)
Description: Learn mechanical drafting techniques – creating detail, precise individual parts using oblique, isometric and orthographic drawings. Students will also learn the use of the current industry standard CAD software to design, draw, dimension, and create 2D and 3D computer generated models. Students will be exposed to the design process, engineering standards and technical documentation.

Residential Carpentry

Course Information: 1/2 credit; either semester; open to grades 11 & 12
Prerequisite: Woodworking, Materials, and Processes I (482)
Description: This course is for students interested in the framing techniques used in residential carpentry. The class activities will cover: building codes, blueprint reading, estimating time and materials, foundation layout, floor framing, wall framing, basic electricity, plumbing, masonry, sheathing, and roof framing. Students will construct a small section of a house. This course is valuable to any student interested in pursuing a career in carpentry, architecture, drafting, or other building trade.
### Computer Science Possible Course Sequences

(Courses may be taken individually and may be taken out of sequence. Students may take one, two, three, or all four courses. The information below is presented as a guideline.)

<table>
<thead>
<tr>
<th>Semester</th>
<th>3 Semester Option 1</th>
<th>3 Semester Option 2</th>
<th>6 Semester Option 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Accelerated path for students with non-STEM major interests</td>
<td>Accelerated path for students with STEM major interests</td>
<td>Full course sequence pathway</td>
</tr>
<tr>
<td>Semester 1</td>
<td>120 Introduction to Computing</td>
<td>121 Introduction to Programming: JavaScript</td>
<td>120 Introduction to Computing</td>
</tr>
<tr>
<td>Semester 2</td>
<td>811 AP Computer Science Principles</td>
<td>813 AP Computer Science A</td>
<td>121 Introduction to Programming: JavaScript</td>
</tr>
<tr>
<td>Semester 3</td>
<td>811 AP Computer Science Principles</td>
<td>813 AP Computer Science A</td>
<td>811 AP Computer Science Principles</td>
</tr>
<tr>
<td>Semester 4</td>
<td>813 AP Computer Science A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester 5</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Semester 6</td>
<td></td>
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</tr>
</tbody>
</table>

#### 120 Introduction to Computing

**Course Information:** 1/2 credit; either semester; open to grades 9, 10, 11 & 12  
**Prerequisite:** None  
**Description:** Introduction to Computing will allow students to explore computer science through a project-based curriculum. Students will learn to apply problem solving algorithms to help plan out an efficient path to completing a specific task. Students will work collaboratively to learn to apply computer programming and debugging strategies through a variety of different platforms which will include robotics, mobile app development and other programming applications, utilizing intuitive block programming environments.

#### 121 Introduction to Programming: JavaScript

**Course Information:** 1/2 credit; either semester; open to grades 9, 10, 11 & 12  
**Prerequisite:** None  
**Description:** This course is designed to introduce students to the field of computer science through an exploration of engaging and accessible topics. The focus is on learning the logic of programming through the creation animations, simulations and simple games in the language of JavaScript (with Processing JS). Students will develop computational practices of algorithm development in addition to problem solving and programming within the context of situations that are relevant to their lives.

#### 811 Advanced Placement (AP) Computer Science Principles

**Course Information:** 1/2 credit each semester; both semesters required; full year course; open to grades 9, 10, 11 & 12; Honors Level course  
**Prerequisite:** Algebra I  
**Description:** This course is equivalent to a first-semester introductory college elective course for students who are interested in basic computing. This course introduces students to the central ideas of computer science, instilling the concepts and practices of computational thinking and inviting students to understand how computing changes the world. Rather than teaching a particular programming language or tool, this course focuses on using technology and programming as a means of solving computational problems and create exciting and personally relevant artifacts. Students will be introduced to big ideas central to today’s field of computer science, including the internet, digital information, programming, big data & privacy and app development. Students design and implement innovative solutions using an iterative process similar to what artists, writers, computer scientists, and engineers use to bring ideas to life. This course qualifies as a mathematics-based, quantitative course. It is equivalent to a high school mathematics course. *The cost of the advanced placement examination is determined annually by the College Board. Students eligible for free or reduced lunch or who have fee waivers for the current year are eligible to have the cost of the exam waived.*
813  Advanced Placement (AP) Computer Science A

Course Information: 1/2 credit each semester; both semesters required; full year course; open to grades 10, 11 & 12; Honors Level course

Prerequisite: Algebra I (Introduction to Programming and/or AP Computer Science Principles is highly recommended)

Description: This course is equivalent to a first-semester, college level course in computer science and is more rigorous than the AP Computer Science Principles course. The course introduces students to computer science and fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), and analysis of potential solutions. The course emphasizes both object-oriented and imperative problem solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. This course qualifies as a mathematics-based, quantitative course. It is equivalent to a high school mathematics course. *The cost of the advanced placement examination is determined annually by the College Board. Students eligible for free or reduced lunch or who have fee waivers for the current year are eligible to have the cost of the exam waived.*


## High School English Sequences

<table>
<thead>
<tr>
<th>Freshman</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
</tr>
</thead>
</table>
| 103 Comprehensive English I+  
105 AP Prep Comprehensive English I*+ | 203 Comprehensive English II+  
205 AP Prep Comprehensive English II*+ | 303 American Literature  
305 Accelerated American Literature*  
307 AP Language & Comp.* | 307 AP Language & Comp.*  
403 Comprehensive Literature  
404 Comprehensive Rhetoric  
405 Accelerated Comprehensive Literature*  
406 Accelerated Comprehensive Rhetoric*  
407 AP Literature & Comp.*  
408 Advanced Comp.* |

## Elective Courses

<table>
<thead>
<tr>
<th>Freshman</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
</tr>
</thead>
</table>
| 501 Creative Writing  
504 Journalism  
505 Yearbook Production  
506 Drama  
507 Acting  
508 Public Speaking | | 310 American Literature: Minority Authors | |

Juniors and seniors may take American Literature: Minority Authors (310) in place of a semester of a literature course, but not in place of a rhetoric course.

*Honors Level course.

+These courses are designed to meet the State of Illinois requirement for writing intensive coursework.

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**To meet graduation requirements, students must have a minimum of 4 credits (8 semesters) of English.**

- Several courses within the English curriculum are designed to be parallel courses that adjust instructional strategies and materials to address the needs of students. Students may earn English credit toward graduation in **only one** section of the parallel courses. Students may earn credits in:
  1. Comprehensive English I (103) or AP Prep Comprehensive English I (105)
  2. Comprehensive English II (203) or AP Prep Comprehensive English II (205)
  3. American Literature (303), Accelerated American Literature (305), or AP English Language and Composition (307)
  4. AP English Language and Composition (307), Comprehensive Literature (403), Accelerated Comprehensive Literature (405), AP English Literature Composition (407), or Advanced Composition (408)
  5. Comprehensive Rhetoric (404) or Accelerated Comprehensive Rhetoric (406)

- Juniors and Seniors may take American Literature: Minority Authors (310) in place of a semester of a literature course, but not in place of a rhetoric course.

- Students can take Accelerated Comprehensive Rhetoric (406) as juniors in addition to Accelerated American Literature (305).

- Summer reading may be required for any English class.

- Computer-assisted writing instruction will be accessible to all students enrolled in English classes.
### 103 Comprehensive English I

**Course Information:** 1/2 credit each semester; both semesters required; full year course; open to grade 9  
**Prerequisite:** None  
**Description:** This course is designed to help students meet the demands in reading, composition, discussion, and critical thinking that are required for high school. As a result of their experiences in this course, students will become aware of their own identities as readers, writers, and consumers of media; will become self-aware users of a variety of strategies for comprehending texts from content areas; will pursue inquiry-based research reading writing projects; and will become engaged in literate practices that are relevant to their own interests and goals. This course is designed to meet the State of Illinois requirement for writing intensive coursework.

### 105 AP Prep Comprehensive English I

**Course Information:** 1/2 credit each semester; both semesters required; full year course; open to grade 9; Honors Level course  
**Prerequisite:** None  
**Description:** This course is the first step in the high school English curriculum for students wishing to pursue an Advanced Placement level English courses. The course is designed for students who are ready to meet the demands in reading, composition, discussion, and critical thinking that are required for high school. Students will engage with more rigorous text selections and writing activities at a more accelerated pace. As a result of their experiences in this course, students will become aware of their own identities as readers, writers, and consumers of media; will become self-aware users of a variety of strategies for comprehending texts from content areas; will pursue inquiry-based research reading writing projects; and will become engaged in literate practices that are relevant to their own interests and goals. This course is designed to meet the State of Illinois requirement for writing intensive coursework.

### 203 Comprehensive English II

**Course Information:** 1/2 credit each semester; both semesters required; full year course; open to grade 10  
**Prerequisite:** None  
**Description:** This course in world literature is designed to further develop students’ reading and composition skills. Course content will emphasize vocabulary development, reading comprehension and application, research skills, construction of specific structures in composition, and development of thinking, speaking, and listening strategies, will pursue inquiry-based research/reading/writing projects and will become engaged in literate practices that are relevant to their own interests and goals. Students will study literature of various cultures and times. This course is designed to meet the State of Illinois requirement for writing intensive coursework.

### 205 AP Prep Comprehensive English II

**Course Information:** 1/2 credit each semester; both semesters required; full year course; open to grade 10; Honors Level course  
**Prerequisite:** None  
**Description:** This course is designed to challenge the reading and composition skills of students wishing to pursue a pathway toward Advanced Placement level English courses. Students will engage with more rigorous text selections and writing activities at a more accelerated pace. Course content will focus on vocabulary development, research skills, interpretation and inference skills in the study of world literature of various cultures and times, the organization and development of specific and analytical structures in composition, and the effective use of thinking, speaking, and listening strategies and will pursue inquiry-based research/reading/writing projects. Students will become engaged in literate practices that are relevant to their own interests and goals. This course is designed to meet the State of Illinois requirement for writing intensive coursework.

### 303 American Literature

**Course Information:** 1/2 credit each semester; both semesters required; open to grade 11  
**Prerequisite:** None  
**Description:** This course presents an overview of work by American authors from Colonial times to the present day. This course will further develop students’ reading and composition skills as well as their understanding and appreciation of the origins of American literature and will include the study of short stories, novels, poetry, drama, and selected nonfiction. Students will write increasingly advanced expository compositions, papers of literary analysis, and research papers.

### 305 Accelerated American Literature

**Course Information:** 1/2 credit each semester; both semesters required; open to grade 11; Honors Level course  
**Prerequisite:** None  
**Description:** This course will present a progressive survey of major works by American authors from Colonial times through the present day to students wishing to pursue Honors Level studies. Students in this course will learn to use techniques for analyzing and critiquing literary style and form. Students will learn critical thinking skills to analyze the representations of Americans in novels, short stories, drama and poetry. We will develop the critical thinking skills needed to explain, defend, challenge and analyze positions about American literature and our roles in an American democracy. Students will write extensive responses to assigned readings, including formal exposition and critical analysis.
### Advanced Placement (AP) English Language and Composition

**Course Information:** 1/2 credit each semester; both semesters required; full year course; open to grades 11 & 12; Honors Level course  
**Prerequisite:** It is highly recommended students should be able to read and comprehend late high school/college-level texts and apply the conventions of Standard Written English in their writing.  
**Description:** This Advanced Placement course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods. Students in the course will also be prepared to take the AP English Language & Composition exam* in the spring. Additional activities will include timed in and out of class writing, and research of authoritative sources. **A summer assignment may be required for students enrolled in this course.**  
*The cost of the advanced placement examination is determined annually by the College Board. Students who are eligible for free or reduced lunch or who have fee waivers for the current year are eligible to have the cost of the exam waived. The potential college credit earned for dual credit English 408 and AP English Language and Composition may be redundant. Each university determines the nature of the credit awarded for AP and dual credit courses.*

### American Literature: Minority Authors

**Course Information:** 1/2 credit; either semester; open to grades 11 & 12  
**Prerequisite:** Credit in freshman and sophomore level English required courses.  
**Description:** This course presents works by major American writers who are members of racial or ethnic minorities. This course is designed for students who have interest in social justice and racial equity and exploring those themes through literature. Course content will present the development of short stories, poetry, drama, and novels during the last two hundred years. The cultural, social, and artistic background of writers will be presented as a means to assist understanding of their work. Composition will be an important feature of this course. Students will prepare critical and analytical papers on the authors studied. Authentic experiences are a goal that may include publication of student writing and field trips.

### Comprehensive Literature

**Course Information:** 1/2 credit; either semester; open to grade 12  
**Prerequisite:** None  
**Description:** This course focuses upon the structure of various types of literature. Students will investigate literary, historical, and philosophical aspects of works from various cultures and times. The course will cover plot development, characterization, thematic expression, and viewpoint. Students will learn to recognize metaphor, symbol, and narrative patterns. Students will respond to their readings with oral and written analyses.

### Comprehensive Rhetoric

**Course Information:** 1/2 credit; either semester; open to grade 12  
**Prerequisite:** None  
**Description:** The focus is on improving students’ competence in rhetoric and composition. Students will learn strategies for successful oral and written presentations such as comparison-contrast, definition, narrative, process, and persuasive. Students will read a variety of models which may be used as patterns for refinement of their language skills. A research paper and/or a portfolio is required. This course is designed to meet the State of Illinois requirement for writing intensive coursework. Writing assignments will be an essential part of the course’s content. Students will receive instruction and feedback that will enable them to improve their writing skills.

### Accelerated Comprehensive Literature

**Course Information:** 1/2 credit; either semester; open to grades 11 & 12; Honors Level course  
**Prerequisite:** None  
**Description:** This course will prepare advanced students for college literature studies. Readings will include short stories, novels, plays, and poetry recommended for first-year college students. Students will study literary, historical, and psychological perspectives in literature. In addition, vocabulary, plot development, characterization, and thematic expression will be taught. Students will learn to recognize and define patterns in story exposition, symbolism, and figurative language. An advanced level of critical analysis and interpretive inquiry will be expected in all student work. Reading assignments will be completed outside of class time.
406 Accelerated Comprehensive Rhetoric
Course Information: 1/2 credit; either semester; open to grades 11 & 12; Honors Level course
Prerequisite: Concurrent enrollment in Accelerated American Literature (305) or Accelerated American Studies (315) for grade 11. No prerequisite for seniors taking this course.
Description: This course will prepare advanced students for college-level writing. Instruction in a variety of essay forms will be emphasized. Students will read and write argumentative and persuasive essays. Students will be expected to produce original writing on a regular basis. Course content will include a review of skills in grammar, usage, outline preparation, vocabulary development, information gathering, and paragraph composition. The development, preparation, and presentation of original ideas will follow a progressive pattern and employ authoritative sources to develop logical expressions of thought. A research paper and/or a portfolio is required. Writing assignments will be an essential part of the course’s content. Students will receive instruction and feedback that will enable them to improve their writing skills.

407 Advanced Placement (AP) English Literature and Composition
Course Information: 1/2 credit each semester; both semesters required; full year course; open to grade 12; Honors Level course
Prerequisite: It is highly recommended that students have a strong interest in English, as well as a strong desire to take the AP exam.
Description: This Advanced Placement program offers instruction in English literature and composition intended to represent the type of freshman English literature courses commonly offered in colleges and universities. This course will provide intellectually mature students with instruction intended to prepare them to take Advanced Placement exams for college credit. Students who enroll must be willing to devote the energy necessary to complete a rigorous and demanding course of study. Class activities will include explications of selected poetry and prose, comprehension exercises and thematic analysis of works in all literary genres, and the rhetorical analysis of the selected works or intensive passages. Additional activities will include survey reading, timed, in and out of class writing, and research of authoritative sources. A summer assignment will be required for students enrolled in this course. * The cost of the advanced placement examination is determined annually by the College Board. Students who are eligible for free or reduced lunch or who have fee waivers for the current year are eligible to have the cost of the exam waived.

408 Advanced Composition (College Level Dual Credit)
Course Information: 1/2 credit each semester; both semesters required; full year course; open to grade 12; Honors Level Course. Students must earn a C or higher during the first semester to be eligible to receive dual credit at the end of the second semester
Prerequisite: None
Description: This course prepares students for competent written expression in college, career, and life by focusing on all aspects of the writing process. Students will compose analytical essays with emphases on purpose, audience, critical analysis, focus, organization, development, clarity, and coherence. They will also compose one or more research paper(s) with emphases on developing effective research techniques, adopting and logically arguing a position, narrowing and supporting a thesis statement, accurately documenting sources with a conventional format, and recognizing the particular needs of an audience. This course is offered as a Dual Credit course with Parkland College, allowing students to earn both high school credit and 6 hours of Parkland College credit.

916 Intensive English for Newcomers
Course Information: 1/2 credit each semester; both semesters required; full year course; open to grades 9, 10, 11 & 12
Prerequisite: Placement tests/assessment in English proficiency.
Description: This course is for students who have recently arrived to the United States and who have no or very limited English proficiency. Intensive English for Newcomers is specifically tailored to meet the needs of English Language Learners (ELLs) who need rigorous instruction in order to rapidly acquire English vocabulary and oral communication skills. Students in this class will also be introduced to American culture and the American school system. Students develop and expand their vocabulary within the context of cooperative learning, and they will have numerous opportunities to engage in meaningful communication.

917 ESL I
Course Information: 1/2 credit each semester; both semesters required; full year course; open to grades 9, 10, 11 & 12
Prerequisite: Placement tests/assessment in English proficiency.
Description: ESL I is an English course that meets English graduation requirements. English as a Second Language (ESL) I is the beginning course for English Language Learners (ELLs) with no or limited English proficiency. The emphasis is on basic literacy skills (reading and writing) and communication (speaking and listening) in English. Vocabulary development, sentence structure, de-coding (phonics), comprehension, spelling, and critical thinking skills will be emphasized. Textbooks, workbooks, dictionaries, computer technology, and collaborative learning activities are used extensively as resources and educational scaffolds.
### ESL II

**Course Information:** 1/2 credit each semester; both semesters required; full year course; open to grades 9, 10, 11 & 12  
**Prerequisite:** Placement tests/assessment in English proficiency.  
**Description:** ESL II is an English course that meets English graduation requirements. English as a Second Language (ESL) II is the intermediate course for English Language Learners (ELLs) with some knowledge of and experience with the English language, but who are not yet English proficient. ESL II focuses on further developing literacy skills such as prediction, main ideas and details, sequential order, and inferences as well as communication skills in English. Cooperative learning activities, textbooks, workbooks, dictionaries, supplementary materials, and computer technology are used as resources and to facilitate learning.

### ESL III

**Course Information:** 1/2 credit; each semester; both semesters required; full year course; open to grades 9, 10, 11 & 12  
**Prerequisite:** Placement tests/assessment in English proficiency.  
**Description:** ESL III is an English course that meets English graduation requirements. English as a Second Language (ESL) III is the highest level course for English Language Learners (ELLs). Students in ESL III are transitioning into the regular English curriculum. Students are introduced to different literary genres, with a strong emphasis on critical reading strategies, grammar, expository and creative writing, along with more complex communication skills. Textbooks, workbooks, supplementary materials, computer technology, and cooperative learning activities are used as resources and to facilitate learning.

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**PLEASE NOTE:**  
THE FOLLOWING ENGLISH COURSES MEET GRADUATION REQUIREMENTS AS ELECTIVE CLASSES BUT DO NOT SATISFY THE ENGLISH REQUIREMENTS.

### 501 Creative Writing

**Course Information:** 1/2 credit; either semester; open to grades 9, 10, 11 & 12  
**Prerequisite:** None  
**Description:** This course is designed for students who have a special interest in learning the techniques of writing a variety of genres (e.g., poetry, short stories, novels, and stage or screen plays). Students will write in a workshop environment which emphasizes ongoing review and revision. Creative writing techniques will be taught for each genre. Students will be assigned roles to prepare a literary magazine for publication. In addition, students will be encouraged to reach a larger audience for their writing with both informal and formal publication of their work being a major course goal. This course may be repeated for credit. Creative Writing is an elective English course that meets general graduation requirements but does not satisfy English requirements.

### 504 Journalism

**Course Information:** 1/2 credit each semester; both semesters required; full year course; open to grades 9, 10, 11 & 12  
**Prerequisite:** Enrollment will require consent of the instructor. Apply in early spring for the following year.  
**Description:** Journalism is a two-semester course designed for students interested in digital journalism. The course explores contemporary media and the ethical responsibility issues inherent in the press today. Students will learn the fundamentals of news, feature, editorial and sports writing. In addition, students will explore new styles of digital publication such as podcasting and broadcasting. Interested students may retake this course for credit.

### 505 Yearbook Production

**Course Information:** 1/2 credit each semester; both semesters required; full year course; grades 9, 10, 11 & 12  
**Prerequisite:** Enrollment will require consent of the instructor. Apply in early spring for the following year.  
**Description:** Students will prepare the school yearbook for publication by organizing the events of a school year both in design and in writing to present effectively an accurate account of people and activities. Work outside of class will be necessary. This course may be repeated for credit.

### 506 Drama

**Course Information:** 1/2 credit; either semester; open to grades 9, 10, 11 & 12  
**Prerequisite:** None  
**Description:** This course is an introduction to theater arts. Through performance and analytical activities, the student will develop skills in observation, concentration, believability, sense recall, stage movement, voice, and characterization. Performances in short, memorized scenes and one-act plays will introduce the student to audition and ensemble acting procedures. The course will include an examination of play structures as they relate to the actor’s task.
507   Acting  
**Course Information:** 1/2 credit; Spring semester; open to grades 9, 10, 11 & 12  
**Prerequisite:** Drama (506)  
**Description:** In this course students will be expected to draw on past experience for the development of roles in various situations. An analysis of sense impressions, techniques of improvisation and pantomime, work on physical body expressions, and characterization will be included. The student will be expected to do extensive memorization, reading, and analysis. Cuttings, one-act, and three-act plays will be used to achieve course objectives. Solo, as well as group, acting will be emphasized. Performances from this class may be used as entries into the State Theatre Contest. This course may be repeated for credit.

508   Public Speaking  
**Course Information:** 1/2 credit; either semester; open to grades 9, 10, 11 & 12  
**Prerequisite:** None  
**Description:** This course will emphasize a broad range of public speaking situations appropriate to social, academic, and business settings. Students will prepare, deliver, and evaluate oral communications in a variety of formal and informal settings designed to give them a solid background for academic or career pursuits. The course will include advanced techniques for oral interpretation, informative, argumentative, and persuasive speaking. Students will work in both individual and group situations.

513   Strategic Literacy (can replace 100 or 200 series English classes at Novak Academy)  
**Course Information:** 1/2 credit each semester; both semesters required; full year course; open to grade 9  
**Prerequisite:** Students will be enrolled based on 8th grade achievement scores and teacher recommendations.  
**Description:** This course is designed to provide students the opportunity to acquire reading strategies. Since a student’s ability to learn from text is critical to his or her educational success, activities in this class focus on development of literal, inferential, and critical reading comprehension from cross-curricular and “real world” texts. Many assignments address specific reading strategies which students then meaningfully apply to materials from their content area classes. Assignments and activities also provide students with opportunities to improve the way they think about reading and learning processes.
### High School Mathematics Course Pathways

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<td>734 Calculus</td>
<td>734 Calculus</td>
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<td>833 AP Statistics*</td>
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<tr>
<td>833 AP Statistics*</td>
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*Honors Level course.

Note: AP Computer Science courses count as math (see page 38).

** 354 Mathematical Experiments with Statistics and Computer Science 1 can be taken before or after geometry. It does not replace geometry.

Freshman students will be registered in courses based on middle school math grades and course completion, math teacher recommendation, standardized testing results, and parent preference. Sophomore, junior, and senior students may continue in their sequence of courses or may request to change sequences, subject to recommendations by teachers, counselors, and parents.
**Algebra I**

**Course Information:** 1/2 credit each semester; both semesters required; full year course; open to grade 9

**Prerequisite:** None

**Description:** This course covers interpreting and building linear, absolute value, quadratic and exponential functions and models. Other topics will include seeing structure in expressions, creating equations, reasoning with equations, inequalities, sequences and series, interpreting categorical and quantitative data and extending the properties of the real numbers system. Emphasis will be placed on looking at problems algebraically, graphically, and numerically. Students should have access to a graphing calculator.

**Mathematical Experiments with Statistics and Computer Science I**

**Course Information:** 1/2 credit each semester; full year course; semesters can be taken individually; open to grades 9, 10, 11 & 12

**Prerequisite:** Algebra I; May be taken before or after geometry

**Description:** This course covers an introduction to one and two-variable quantitative statistics with a focus on algebra and modeling with data. The course includes an introduction to spreadsheets and statistical programming as tools to investigate mathematical problems. Algebraic skills involving equation solving, equivalence, and representing a function will continue to be developed. Topics will include descriptive statistics, random variables, sampling distributions, regression, and mathematical modeling. Emphasis will be placed on using electronic tools to investigate and communicate.

**Plane Geometry**

**Course Information:** 1/2 credit each semester; both semesters required; full year course; open to grades 9 & 10

**Prerequisite:** Algebra I

**Description:** This course covers the geometric properties of polygons and circles; perimeter, area, and volume; congruency; similarity; right triangle trigonometry; express geometric properties with equations; and probability. Students will continue to explore problems algebraically, graphically, and numerically. Students should have access to a scientific calculator.

**Accelerated Geometry**

**Course Information:** 1/2 credit each semester; both semesters required; full year course; open to grades 9 & 10; Honors Level course

**Prerequisite:** Eighth grade Algebra I or Algebra I (334) and/or recommendation of Content Area Chair

**Description:** This course is for the student who intends to specialize in mathematics or science in college or has a particular interest in taking a challenging mathematics course. All the traditional topics of plane geometry are studied, with a greater emphasis on theory, proof, and deductive reasoning. Students will need a scientific calculator.

**Algebra II**

**Course Information:** 1/2 credit each semester; both semesters required; full year course; open to grades 9, 10, 11 & 12

**Prerequisite:** Plane Geometry (434) or Accelerated Geometry (435)

**Description:** This course covers interpreting and building quadratic, polynomial, inverse, exponential, logarithmic, and rational functions and models. Additional topics include the complex number system, series, trigonometry, and statistics. Emphasis will be placed on deductive reasoning, mathematical modeling, and looking at problems algebraically, graphically, and numerically. Students should have access to a graphing calculator.

**Accelerated Algebra II**

**Course Information:** 1/2 credit each semester; both semesters required; full year course; open to grades 9, 10, 11 & 12; Honors Level course

**Prerequisite:** Accelerated Geometry (435) or Plane Geometry (434) with recommendation of teacher/Content Area Chair

**Description:** This course covers all the topics covered in Algebra II (534). Additional topics include quadratic relations and systems, series, trigonometry, combinations and permutations, and conics. Emphasis will be placed on mathematical modeling. Students should have access to a graphing calculator.

**PreCalculus with Trigonometry**

**Course Information:** 1/2 credit each semester; both semesters required; full year course; open to grades 10, 11 & 12

**Prerequisite:** Algebra II (534) or Accelerated Algebra II (535)

**Description:** This course is designed to prepare students to study Calculus. A heavy emphasis is placed on the analysis of functions (application and theory) which includes polynomial, rational, circular, trigonometric and inverse trigonometric functions, piecewise defined functions, limits and continuity, infinite series and mathematical induction. Other topics include graphing of functions, sequences and series. Students will need a graphing calculator.
### 635  Accelerated PreCalculus with Trigonometry

**Course Information:** 1/2 credit each semester; both semesters required; full year course; open to grades 10, 11 & 12; Honors Level course  
**Prerequisite:** Algebra II (534) with recommendation of teacher or Accelerated Algebra II (535)  
**Description:** This course is designed to prepare students to study Advanced Placement Calculus (AB or BC). The topics studied will be the same as Pre-Calculus with some additional topics such as parametric equations, polar coordinates, vectors, and matrices. Students will need a graphing calculator.

### 731  Applied Mathematics

**Course Information:** 1 credit; open to grade 11 & 12  
**Prerequisite:** Algebra II. Students who have passed any 600-level or above course will not receive credit.  
**Description:** This course prepares students for the mathematics used in technical, trade, allied health, or Tech Prep programs. Mathematics applications surrounding such fields as industrial and construction trades, electronics, agriculture, allied health, CAD/drafting, HVAC, welding, auto diesel mechanic, aviation, natural resources, and others will be explored. Other topics include use of the metric system and measurement, algebra, geometry, trigonometry, and statistics, all as they are related to technical and trade fields.

### 732  Advanced Mathematical Decision-Making

**Course Information:** 1/2 credit each semester; both semesters required; full year course; open to grade 11 & 12  
**Prerequisite:** Algebra II  
**Description:** Advanced Mathematical Decision-Making is a fourth-year course to follow Algebra II. Its primary purpose is to prepare students for college majors that are not math intensive, for technical training, or for a range of career options. The course includes a strong emphasis on statistics, an ongoing thread of financial applications, and the use of mathematical models from discrete mathematics, algebra, geometry, and trigonometry to solve complex problems in a range of engaging contexts. The course also helps students develop college and career skills such as collaborating, conducting research, and making presentations. Students will need a graphing calculator.

### 733  Discrete Mathematics

**Course Information:** 1/2 credit; open to grades 11 & 12; typically paired with 831 Statistics  
**Prerequisite:** Algebra II (534) or Accelerated Algebra II (535)  
**Description:** This course includes an in-depth study of topics such as theory, combinatorial mathematics, probability, matrix algebra, and linear programming necessary for success in statistical and other quantitative work in set business, agriculture, and social science disciplines. Students will need a graphing calculator.

### 734  Calculus

**Course Information:** 1/2 credit each semester; both semesters required; full year course; open to grade 11 & 12  
**Prerequisite:** Accelerated PreCalculus with Trigonometry (635) or PreCalculus with Trigonometry (634) with teacher recommendation/Content Area Chair  
**Description:** This course offers qualified seniors the opportunity to pursue a college-level study of elementary functions and calculus while still in high school. Most students will need to spend a significant amount of study time outside of the classroom. Topics covered will be the same as in Advanced Placement AB Calculus (835), only at a slower pace, since students will not have to prepare for the Advanced Placement exam. Students will need a graphing calculator.

### 831  Statistics (College Level Dual Credit)

**Course Information:** 1/2 credit; fall semester; open to grades 11 & 12; Honors Level course; typically paired with 733 Discrete Mathematics  
**Prerequisite:** Algebra II (534)  
**Description:** This course includes an in-depth study of data analysis with topics including the construction and drawing of inferences from charts, tables, and graphs; linear curve fitting to make predictions; the use of measures of central tendency and variability; the calculation of correlations; the use of sampling theory; and hypothesis testing. Students should have access to a computer and a graphing calculator. This course is offered as a Dual Credit course with Parkland College, allowing students to earn both high school credit and 3 hours of Parkland College credit.
**833 Advanced Placement (AP) Statistics**

**Course Information:** 1/2 credit each semester; both semesters required; full year course; open to grades 11 & 12; Honors Level course

**Prerequisite:** Algebra II (534)

**Description:** This course offers students the opportunity to pursue a college-level study of statistics while still in high school. Most students will need to spend a significant amount of study time outside the classroom. Topics include data analysis, curve fitting to make predictions, hypothesis testing, calculation of correlations, and the use of sampling theory. College credit may be obtained by earning a sufficiently high score on the Advanced Placement statistics examination administered at the high school each May. **A summer assignment may be required for students enrolled in this course.** *The cost of the advanced placement examination is determined annually by the College Board. Students eligible for free or reduced lunch or who have fee waivers for the current year are eligible to have the cost of the exam waived.*

**835 Advanced Placement (AP) Calculus AB**

**Course Information:** 1/2 credit each semester; both semesters required; full year course; open to grade 11 & 12; Honors Level course

**Prerequisite:** Accelerated PreCalculus with Trigonometry (635)

**Description:** This course offers qualified seniors the opportunity to pursue a college-level study of elementary functions and calculus while still in high school. Most students will need to spend a significant amount of study time outside of the classroom. Topics include elementary functions; limits, derivatives and their applications; antiderivatives and their applications; techniques of integration and the definite integral and its applications. One semester of college credit may be obtained by earning a sufficiently high score on the Advanced Placement calculus examination administered at the high school each May. **A summer assignment may be required for students enrolled in this course.** Students will need a graphing calculator. *The cost of the advanced placement examination is determined annually by the College Board. Students eligible for free or reduced lunch or who have fee waivers for the current year are eligible to have the cost of the exam waived.*

**836 Advanced Placement (AP) Calculus BC**

**Course Information:** 1/2 credit each semester; both semesters required; full year course; open to grade 11 & 12; Honors Level course

**Prerequisite:** Accelerated PreCalculus with Trigonometry (635)

**Description:** This course offers qualified seniors the opportunity to pursue a college-level study of calculus while still in high school. Most students will need to spend a significant amount of study time outside of the classroom. Topics include all topics in AB Calculus, parametric functions, polar functions, vector functions, and series. One year of college credit may be obtained by earning a sufficiently high score on the Advanced Placement calculus examination administered at the high school each May. **A summer assignment may be required for students enrolled in this course.** Students will need a graphing calculator. *The cost of the advanced placement examination is determined annually by the College Board. Students eligible for free or reduced lunch or who have fee waivers for the current year are eligible to have the cost of the exam waived.*
### 115 Academic Support
**Course Information:** 1/2 elective credit; either semester; open to grade 9, 10, 11 & 12. Novak Academy: 1/4 elective credit.
**Prerequisite:** Students will be enrolled based on performance in Math, English, or other core academic course.
**Description:** The purpose of Academic Support is to assist students who need support for their Math, English, or other core academic course. The teachers will assist students with the understanding of daily material, the completion of daily assignments and the preparation for assessments. This course may be repeated for credit.

### 300 Social Justice Seminar
**Course Information:** 1/2 credit per semester; either semester; open to grades 9, 10, 11 & 12
**Prerequisite:** None
**Description:** In this course, students will develop their understanding of systems of power and individual agency through consideration of contemporary civil rights and social justice issues in the community. Using inquiry and project-based learning, students will examine factors that influence fairness and equity, such as racism, classism, sexism, heterosexism, and other forms of discrimination.

### 476 College and Career Readiness Seminar
**Course Information:** 1/2 credit; either semester; open to grades 10, 11 & 12
**Prerequisite:** None
**Description:** College and Career Readiness Seminar will provide students an opportunity to synthesize the skills and knowledge they have acquired up to this point in their education with a focus on becoming College and Career Ready. They will become actively contributing citizens and community members by getting involved in planning and performing service learning projects. Students will be exposed to a broad range of career opportunities and the steps they will need to take to obtain their career goal, which will include all forms of post-secondary education and training. The overarching goal of the College and Career Readiness Seminar is to immerse students in real-life learning experiences which will assist them in determining the career pathway they want pursue.

### 480 Education to Careers and Professions Internship
**Course Information:** 1/2 credit; either semester; open to grade 12
**Prerequisite:** ECP Internship Class Application must be completed prior to the start of class.
**Description:** This class involves a research project-based internship with curriculum developed around each student and his or her career choice. The professional who agrees to volunteer as a career adviser adds skill content, and the school infuses the internship experience with rigorous academic criteria as well as State Workplace Skill Standards. All internships are non-paid and for credit only. Throughout the semester the school prepares students for the world of work. Workplace social competencies, research methodology, and communication skills are a part of the connecting activities learned at school and made relevant to work. Each student will also complete a career portfolio which includes their resume, list of references, letters of reference, and documents related to the student’s activities and accomplishments. In addition, a student spends time throughout the semester working with his or her career adviser learning all aspects of the career and then specifically establishing a project to complete that is focused on some aspect of the career. The student makes a final PowerPoint presentation to his or her class at the conclusion of the semester.

### 880 Independent Study
**Course Information:** 1/2 credit per semester; either semester; open to grades 11 & 12
**Description:** Students may elect to further their knowledge in any subject area by conducting an independent study. Students who choose an independent study project should have taken all of the courses offered on that particular topic or in that subject area. A contract that spells out what the student plans to complete and a timeline for project completion is developed between the student and teacher. Courses that are offered as part of the regular curriculum may not be taken for independent study. This course may be repeated for credit.

### 301 Medical Careers I (College Level Dual Credit)
**Course Information:** 1/2 credit; fall semester; open to grades 11 & 12
**Prerequisite:** None
**Description:** Students will learn the duties and educational requirements of health care providers as well as certain skills needed. Students will learn medical vocabulary, including learning to pronounce, spell, define, and analyzed medical terms. This course is offered as a Dual Credit course with Parkland College, allowing students to earn both high school credit and a total of 5 hours of Parkland College credit for classes HCS 112: Introduction to Health Careers (2 credit hours) and HCS 154: Medical Terminology (3 credit hours).
### Course Information: Medical Careers II (College Level Dual Credit)

**Course Information:** 1/2 credit; either semester; open to grades 11 & 12

**Prerequisite:** None

**Description:** Students will be introduced to the professional and ethical standards required of all health care providers. Emphasis placed on accountability, interpersonal skills, communication, respect for self and others. Students will gain an understanding of law as it pertains to health professions with a focus on consent for medical services, invasion of privacy, malpractice, governmental regulations, and actions for collection of patient bills. Students will also learn about current health topics both locally and globally. This course is offered as a Dual Credit course with Parkland College, allowing students to earn both high school credit and a total of 5 hours of Parkland College credit for classes HCS 136: Topics in Healthcare (4 credit hours) and HCS 174: Legal Issues in Healthcare (1 credit hour).

### Course Information: AVID 9 (Advancement Via Individual Determination)

**Course Information:** 1/2 credit each semester; both semesters required; full year course; open to grades 9, 10, 11 & 12

**Prerequisite:** Application and acceptance into program

**Description:** AVID (Advancement Via Individual Determination) is an in-school academic support program offered for students grades 9-12 that prepares them for college eligibility and success. The goal of AVID is to provide support for students to succeed in college preparatory classes.

The AVID student profile:
- Students with academic potential – average to high test scores
- Students getting B’s and C’s who could succeed in a more rigorous curriculum with support
- Students who have demonstrated a desire and determination to succeed
- Students who have the desire to go to college who are willing to work hard

AVID students will have an AVID elective class period each day. In this class AVID-trained teachers and tutors will offer instruction in the following:
- Reading comprehension and writing skills
- Note-taking
- Organizational and study skills
- Test taking strategies
- Time management
- Research skills
- College entrance preparation/placement exam preparation
- Career exploration and other life choices

Enrollment in AVID requires application, personal interview, and selection by the AVID Site Team. Students sign a contract of commitment to stay in AVID for at least one year. Applications are available in the Counseling Office.
Performance-Based Music Courses at Centennial

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<td>664 Reflections*</td>
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<td>564 Concert Band</td>
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<td>665 Expressions*</td>
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<td>(The curricular concert bands combine in the fall to form the Marching Chargers.)</td>
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*A successful audition is required for enrollment in this class. Auditions take place in the spring for the following school year.

Non Performance-Based Music Courses at Centennial

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562 Beginning Band
Course Information: 1/2 credit; first semester; open to grades 9, 10, 11 & 12
Prerequisite: None
Description: This course is for students who have never been in band and want to learn to play an instrument or students who have not played an instrument in several years. This course is also for students who wish to change instruments in high school in order to fill out a satisfactory instrumentation or the student who wishes to begin learning “secondary instruments” in preparation for majoring in music education in college. This class will provide an opportunity for students to learn the basics of their new instrument as well as note reading.

563 Concert Band
Course Information: 1/2 credit each semester; both semesters required; full year course; open to grades 9, 10, 11 & 12
Prerequisite: None
Description: In the instrumental music program, musical literature will include intermediate concert band literature from various genres. Students are required to participate in all concert band activities. These activities will include concerts, programs, and festivals. Students in concert band will receive training in music reading and performance techniques. Concert band is open to band students or those with previous band experience. There is no audition to be placed in concert band. This course may be repeated for credit.

564 Concert Band
Course Information: 1/2 credit each semester; both semesters required; full year course; open to grades 9, 10, 11 & 12
Prerequisite: None
Description: In the instrumental music program, musical literature will include intermediate concert band literature from various genres. Students are required to participate in all concert band activities. These activities will include marching band. Symphonic band is open to band students or those with previous band experience. There is no audition to be placed in concert band. This course may be repeated for credit.
565 Symphonic Band
Course Information: 1/2 credit each semester; both semesters required; full year course; open to grades 9, 10, 11 & 12
Prerequisite: Audition only
Description: In the instrumental music program, musical literature will include intermediate to advanced concert band literature from various genres. Students are required to participate in all wind ensemble activities. These activities will include concerts, programs, and festivals. Students in wind ensemble will receive training in music reading and performance techniques. Students may be placed in wind ensemble through audition with the band instructor. This course may be repeated for credit.

567 Concert Orchestra
Course Information: 1/2 credit each semester; both semesters required; full year course; open to grades 9, 10, 11 & 12
Prerequisite: Middle School instruction or consent of instructor
Description: Concert orchestra will provide students who play a stringed instrument (violin, viola, cello, or double bass) the opportunity to study intermediate level music of various genres while developing music reading skills and advanced string playing techniques. Students will study both string orchestra and full orchestra literature as well as chamber music and solo literature. Students are required to attend and perform in all concerts, programs, and festivals. This course may be repeated for credit.

568 Chamber Orchestra
Course Information: 1/2 credit each semester; both semesters required; full year course; open to grades 9, 10, 11 & 12
Prerequisite: Audition or consent of instructor
Description: Chamber orchestra will provide students who play a stringed instrument (violin, viola, cello, or double bass) the opportunity to study advanced level music of various genres while further developing music reading skills and advanced techniques. Students will study both string orchestra and full orchestra literature as well as chamber music and solo literature. Students are required to attend and perform in all concerts, programs, and festivals. This course may be repeated for credit.

569 Music Theory
Course Information: 1/2 credit each semester; both semesters required; full year course; open to grades 9, 10, 11 & 12 upon consent of the instructor
Prerequisite: None
Description: This course will study the elements of harmony in terms of the horizontal (rhythm) and vertical (pitch) aspects of musical composition. There is emphasis on learning major and minor scales and chords, analysis of musical passages, and learning to write their own compositions.

561 Music Survey
Course Information: 1/2 credit; either semester; open to grades 9, 10, 11 & 12
Prerequisite: None
Description: This course will explore a broad range of musical styles, which includes current styles of interest to the students. A “hands-on” approach will focus upon the use and value of music in people’s lives. Students do not need prior music coursework, music knowledge, or music performance. The approach is to teach students to substantiate their likes and dislikes and to be able to articulate them. Students will learn to understand and respect the various styles of music through exposure to, and in-depth study of, a wide range of musical styles. This course will also include units on music careers, digital audio recording on 32 track studio to produce CDs, video recording and editing to produce DVD, audio editing of mp3s, live broadcasting, as well as units on elements necessary for music composition (writing music).

562 Choir A
Course Information: 1/2 credit per semester; both semesters suggested; open to grades 9, 10, 11 & 12
Prerequisite: None
Description: This course is designed for the high school bass choir voice. Students will learn a variety of folk, popular, art, and other part songs. They will receive training in voice, music reading, and performance techniques. This course may be repeated for credit.

563 Choir B
Course Information: 1/2 credit per semester; both semesters suggested; open to grades 9, 10, 11 & 12
Prerequisite: None
Description: This course is designed for the high school treble choir voice. Students will learn a variety of folk, popular, art, and other part songs. They will receive training in voice, music reading, and performance techniques. This course may be repeated for credit.
664  Reflections
Course Information:  1/2 credit per semester; both semesters suggested; open to grades 9, 10, 11 & 12
Prerequisite:  Audition only – contact instructor for requirements
Description:  This course is designed for the advanced high school singer who chooses to rehearse and perform a variety of choral literature, including Madrigal and other classical literature in an authentic setting. Advanced voice training and music reading will be an integral part of the course. Activities will include participation in concerts, competitions, and various programs throughout the community and the state. This course may be repeated for credit.

665  Expressions Choir
Course Information:  1/2 credit per semester; both semesters suggested; open to grades 11 & 12
Prerequisite:  Audition only
Description:  This course is designed for the advanced high school singer who chooses to rehearse and perform madrigal and a variety of other literature in an authentic setting. Advanced voice training and music reading will be an integral part of the course. Activities will include participation in concerts, competitions, and various programs throughout the community and the state. This course may be repeated for credit.

670  Guitar
Course Information:  1/2 credit each semester; both semesters required; full year course; open to grades 9, 10, 11 & 12
Prerequisite:  None
Description:  This class is designed to offer basic, but intensive, training in the playing of the standard six-string guitar. The course includes both performance and written components. Students will learn to read music notation and guitar tablature notation, perform basic chord progressions, and play exercises and short pieces alone and in ensembles. This class is taught at a rate designed for beginning guitarists. This class may not be repeated.

671  Advanced Guitar
Course Information:  1/2 credit each semester; both semesters required; full year course; open to grades 10, 11 & 12
Prerequisite:  None
Description:  This course will continue with the second book in the curriculum used for Guitar. After completing the second book, each individual will explore more advanced areas of blues, rock, jazz, fusion, alternative, and world music. Students will write and record their own music in multiple styles. Advanced students will have individual challenges assigned to help them prepare for college auditions and a life in music after high school. Ensembles will be formed within the class based on students’ similar abilities and interests. While this is not a performing ensemble, students will perform in class and will be encouraged to perform outside of the school on their own. This course may be repeated for credit.

870  Advanced Placement (AP) Music Theory
Course Information:  1/2 credit each semester; both semesters required; full year course; open to grades 11 & 12; Honors Level course
Prerequisite:  Prior participation in a performance-based band, orchestra, or choir and Music Theory (569)
Description:  This course will study the elements of harmony in terms of the horizontal (rhythm) and vertical (pitch) aspects of musical composition. There is emphasis on learning major and minor scales and chords, analysis of musical passages from Eastern and non-Western cultures, and learning to write compositions. A summer assignment may be required for students enrolled in this course.
Performance-Based Music Courses at Central

<table>
<thead>
<tr>
<th>Choir</th>
<th>Orchestra</th>
<th>Band</th>
</tr>
</thead>
<tbody>
<tr>
<td>662 Choir A</td>
<td>567 Concert Orchestra</td>
<td>562 Beginning Band</td>
</tr>
<tr>
<td>663 Choir B</td>
<td>568 Chamber Orchestra*</td>
<td>564 Concert Band</td>
</tr>
<tr>
<td>664 Chamber Choir*</td>
<td></td>
<td>565 Symphonic Band*</td>
</tr>
<tr>
<td>665 Concert Choir</td>
<td></td>
<td>566 Wind Symphony*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9PEBAF Marching Band (Marching band is a separate class that takes the place of PE in the fall.)</td>
</tr>
</tbody>
</table>

*A successful audition is required for enrollment in this class. Auditions take place in the spring for the following school year.

Non Performance-Based Music Courses at Central

<table>
<thead>
<tr>
<th>Guitar</th>
<th>Music Exploration</th>
</tr>
</thead>
<tbody>
<tr>
<td>670 Guitar</td>
<td>569 Music Theory</td>
</tr>
<tr>
<td>671 Advanced Guitar</td>
<td>661 Music Survey</td>
</tr>
<tr>
<td></td>
<td>870 AP Music Theory</td>
</tr>
</tbody>
</table>

562 Beginning Band

Course Information: 1/2 credit; either semester; open to grades 9, 10, 11 & 12  
Prerequisite: None  
Description: This course is for students who have never been in band and want to learn to play an instrument or students who have not played an instrument in several years. This course is also for students who wish to change instruments in high school in order to fill out a satisfactory instrumentation or the student who wishes to begin learning “secondary instruments” in preparation for majoring in music education in college. This class will provide an opportunity for students to learn the basics of their new instrument as well as note music reading.

564 Concert Band

Course Information: 1/2 credit each semester; both semesters required; full year course; open to grades 9, 10, 11 & 12  
Prerequisite: None  
Description: In the instrumental music program, musical literature will include intermediate concert band literature from various genres. Students are required to participate in all concert band activities. These activities will include concerts, programs, and festivals. Students in concert band will receive training in music reading and performance techniques. Concert band is open to band students or those with previous band experience. There is no audition to be placed in concert band. This course may be repeated for credit.

565 Symphonic Band

Course Information: 1/2 credit each semester; both semesters required; full year course; open to grades 9, 10, 11 & 12  
Prerequisite: Audition only  
Description: In the instrumental music program, musical literature will include intermediate to advanced concert band literature from various genres. Students are required to participate in all symphonic band activities. These activities will include concerts, programs, and festivals. Students in symphonic band will receive training in music reading and performance techniques. Students may be placed in symphonic band through audition with the band instructor, held in April. Audition music may be picked up in the band room. This course may be repeated for credit.
### Wind Symphony

**Course Information:** 1/2 credit each semester; both semesters required; full year course; open to grades 9, 10, 11 & 12  
**Prerequisite:** Audition only  
**Description:** In the instrumental music program, musical literature will include advanced concert band and wind ensemble literature from various genres. Students are required to participate in all wind symphony activities. These activities will include concerts, programs, and festivals. Students in Wind Symphony will receive training in music reading and performance techniques. Students may be placed in Wind Symphony through audition with the band instructor, held in April. Audition music may be picked up in the band room. This course may be repeated for credit.

### Concert Orchestra

**Course Information:** 1/2 credit each semester; both semesters required; full year course; open to grades 9, 10, 11 & 12  
**Prerequisite:** Middle School instruction or consent of instructor  
**Description:** Concert orchestra will provide students who play a stringed instrument (violin, viola, cello, or double bass) the opportunity to study intermediate level music of various genres while developing music reading skills and advanced string playing techniques. Students will study both string orchestra and full orchestra literature as well as chamber music and solo literature. Students are required to attend and perform in all concerts, programs, and festivals. This course may be repeated for credit.

### Chamber Orchestra

**Course Information:** 1/2 credit each semester; both semesters required; full year course; open to grades 9, 10, 11 & 12  
**Prerequisite:** Audition or consent of instructor  
**Description:** Chamber orchestra will provide students who play a stringed instrument (violin, viola, cello, or double bass) the opportunity to study advanced level music of various genres while further developing music reading skills and advanced techniques. Students will study both string orchestra and full orchestra literature as well as chamber music and solo literature. Students are required to attend and perform in all concerts, programs, and festivals. This course may be repeated for credit.

### Music Theory

**Course Information:** 1/2 credit each semester; both semesters required; full year course; open to grades 9, 10, 11 & 12 upon consent of the instructor  
**Prerequisite:** None  
**Description:** This course will study the elements of harmony in terms of the horizontal (rhythm) and vertical (pitch) aspects of musical composition. There is emphasis on learning major and minor scales and chords, analysis of musical passages, and learning to write their own compositions.

### Music Survey

**Course Information:** 1/2 credit; either semester; open to grades 9, 10, 11 & 12  
**Prerequisite:** None  
**Description:** This course will explore a broad range of musical styles, which includes current styles of interest to the students. A “hands-on” approach will focus upon the use and value of music in people’s lives. Students do not need prior music coursework, music knowledge, or music performance. The approach is to teach students to substantiate their likes and dislikes and to be able to articulate them. Students will learn to understand and respect the various styles of music through exposure to, and in-depth study of, a wide range of musical styles. This course will also include units on music careers, digital audio recording on 32 track studio to produce CDs, video recording and editing to produce DVD, audio editing of mp3s, live broadcasting, as well as units on and elements necessary for music composition (writing music).

### Choir A

**Course Information:** 1/2 credit per semester; both semesters suggested; open to grades 9, 10, 11 & 12  
**Prerequisite:** None  
**Description:** This course is designed for the high school bass choir voice. Students will learn a variety of folk, popular, art, and other part songs. They will receive training in voice, music reading, and performance techniques. This course may be repeated for credit.

### Choir B

**Course Information:** 1/2 credit per semester; both semesters suggested; open to grades 9, 10, 11 & 12  
**Prerequisite:** None  
**Description:** This course is designed for the high school treble choir voice. Students will learn a variety of folk, popular, art, and other part songs. They will receive training in voice, music reading, and performance techniques. This course may be repeated for credit.
### Chamber Choir
**Course Information:** 1/2 credit per semester; both semesters suggested; open to grades 9, 10, 11 & 12  
**Prerequisite:** Audition only – contact instructor for requirements  
**Description:** This course is designed for the advanced high school singer who chooses to rehearse and perform a variety of choral literature, including Madrigal and other classical literature in an authentic setting. Advanced voice training and music reading will be an integral part of the course. Activities will include participation in concerts, competitions, and various programs throughout the community and the state. This course may be repeated for credit.

### Concert Choir
**Course Information:** 1/2 credit per semester; both semesters suggested; open to grades 9, 10, 11 & 12  
**Prerequisite:** None  
**Description:** This course is designed for the beginning or intermediate high school singer who chooses to rehearse and perform concert music consisting of popular, folk, classical, and other musical literature. It will consist of mixed voices: soprano, alto, tenor and bass. Vocal training and sight reading skills will be emphasized within the study of the literature. Students will participate in school and community performances. There is not an audition requirement for students wanting to take Concert Choir. This course may be repeated for credit.

### Guitar
**Course Information:** 1/2 credit each semester; both semesters required; full year course; open to grades 9, 10, 11 & 12  
**Prerequisite:** None  
**Description:** This class is designed to offer basic, but intensive, training in the playing of the standard six-string guitar. The course includes both performance and written components. Students will learn to read music notation and guitar tablature notation, perform basic chord progressions, and play exercises and short pieces alone and in ensembles. This class is taught at a rate designed for beginning guitarists. This class may not be repeated.

### Advanced Guitar
**Course Information:** 1/2 credit each semester; both semesters required; full year course; open to grades 10, 11 & 12  
**Prerequisite:** None  
**Description:** This course will continue with the second book in the curriculum used for Guitar. After completing the second book, each individual will explore more advanced areas of blues, rock, jazz, fusion, alternative, and world music. Students will write and record their own music in multiple styles. Advanced students will have individual challenges assigned to help them prepare for college auditions and a life in music after high school. Ensembles will be formed within the class based on students’ similar abilities and interests. While this is not a performing ensemble, students will perform in class and will be encouraged to perform outside of the school on their own. This course may be repeated for credit.

### Advanced Placement (AP) Music Theory
**Course Information:** 1/2 credit each semester; both semesters required; full year course; open to grades 11 & 12; Honors Level course  
**Prerequisite:** Prior participation in a performance-based band, orchestra, or choir and Music Theory (569)  
**Description:** This course will study the elements of harmony in terms of the horizontal (rhythm) and vertical (pitch) aspects of musical composition. There is emphasis on learning major and minor scales and chords, analysis of musical passages from Eastern and non-Western cultures, and learning to write compositions. A summer assignment may be required for students enrolled in this course.

### 9PEBAF Marching Band
**Course Information:** 1/2 credit; Fall semester; open to grades 9, 10, 11 & 12  
**Prerequisite:** None  
**Description:** Students are required to participate in all marching band activities. These activities will include Friday night football games, Saturday marching festivals, concerts, parades, and summer band camp. Students in marching band will receive training in music reading, marching fundamentals and performance techniques. Marching band is open to any student who is willing to try; no previous band experience is necessary. Marching band fulfills the PE requirement for the Fall semester. This class may be repeated for credit.
PHYSICAL EDUCATION, HEALTH, 
& DRIVER EDUCATION

Credit in PE is required each semester a student is enrolled in high school except for the semester they are enrolled in Health. For graduation, students must also pass Driver Education/Classroom (Safety 399). All Physical Education classes are organized on a co-educational basis.

Physical Education Requirements
All students must register for physical education and five other courses each semester.

- Students participating in interscholastic athletics:
  
  Student-athletes may attend a supervised study hall in lieu of Physical Education while their sport is in season. This choice will be available on the first day of class during the sport’s season. Athletes will then return to Physical Education at the end of the sport’s season.

- Students enrolled in a for-credit marching band program may be excused from Physical Education for the period of time the student is participating in marching band.

- Students who do not have enough credits to graduate may be exempt from senior PE to meet graduation requirements.

298 Health
Course Information: 1/2 credit; either semester; required course; taken instead of 1/2 credit PE for one semester only
Prerequisite: None
Description: This course provides students with current health information which reflects physical, mental, emotional, and social health and well-being. Emphasis is placed on the development of healthy lifestyles. Course content will include the following areas: general health and well-being, mental and emotional health and illness, substance use and abuse, human growth and development, and prevention and control of diseases.

393-96 General PE
Course Information: 1/2 credit each semester; both semesters required; full year course; open to grades 9, 10, 11 & 12
Prerequisite: None
Description: General PE deals with basic movements, skills, and rules of activities. Examples of these activities are soccer, flicker ball, volleyball, basketball, softball, track, tennis, floor hockey, team handball, fitness testing, bowling, ultimate frisbee, football, archery, personal fitness, group fitness, etc. Activity offerings will vary by high school due to facility differences.

397 Strength Training and Conditioning
Course Information: 1/2 credit; each semester; open to grades 9, 10, 11 & 12 (Freshmen may be added with permission of instructor); replaces General PE and counts toward PE graduation requirement
Prerequisite: C or better in General PE or permission of Instructor
Description: This course offers a more rigorous Physical Education environment for the serious Physical Education student. Students who diligently follow the curriculum should experience increases in physical strength and flexibility, increases in self-esteem and self-confidence, and an increased knowledge of the impact of weight training on fitness for life. Students will utilize a structured lifting program on Mondays, Wednesdays, and Fridays in the weight room. They will follow the department curriculum for fitness activities on Tuesdays and Thursdays. Due to the limited physical space and the equipment, safety is of utmost concern; students must abide by all safety requirements for the weight room facility or they may be reassigned to General PE.

399 Driver Education/Classroom (Safety)
Course Information: Either semester; required course; open to grade 10, 11 & 12
Prerequisite: None
Description: This course is required of all high school students for one nine-week quarter. Safety is the classroom component of Driver Education. It exceeds the state-mandated requirement of 30 hours. Students must receive a passing grade in at least 8 courses during the previous two semesters.
### 499  Driver Education/Behind the Wheel

**Course Information:** Either semester; no credit earned but it appears with grade on transcript  
**Prerequisite:** Driver Education/Classroom (Safety 399)  
**Description:** Students must pass written and vision tests, pay $20 learner’s permit fee to the Secretary of State and a $200 lab fee to the Unit 4 School District (subject to change by action of the Board of Education), and be at least 15 years old. Students must earn a passing grade in at least 8 courses during the previous 2 semesters before enrolling in the course. Priority is given according to birth date. This course includes six hours of observation and six hours of driving time.  

*Any questions concerning Driver Education should be directed to the Physical Education Content Area Chair.*

### 695  Adaptive PE

**Course Information:** 1/2 credit; each semester  
**Prerequisite:** None  
**Description:** Students are eligible for participation in Adaptive PE by staff recommendation or IEP placement only.
Graduation requirements for Class of 2020 and 2021: 1 year of biological science and 1 year of physical science

**High School Science Course Sequence (for Graduating Classes 2022 & Beyond)**

**Option A:** Graduation requirement fulfilled in two years.

To meet graduation requirements, students must pass Biology (370) or AP Prep Biology (375), Chemistry I (481) or AP Prep Chemistry I (486), and Physics I (691) or AP Prep Physics I (696). Chemistry II (482), AP Prep Chemistry II (487), Physics II (692), and AP Prep Physics II (697) will count as elective credit. Students who wish to take AP Physics must pass a full year of Physics. Students who wish to take AP Chemistry must pass a full year of Chemistry. Students who wish to take AP Biology must pass a full year of Biology.

<table>
<thead>
<tr>
<th>Freshman</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Year</td>
<td>Semester 1</td>
<td>Semester 2</td>
<td>Semester 1</td>
</tr>
<tr>
<td>370 Biology or 375 AP Prep Biology*</td>
<td>481 Chemistry I or 486 AP Prep Chemistry I*</td>
<td>691 Physics I or 696 AP Prep Physics I*</td>
<td>572 Zoology &amp; 574 Microbiology &amp; 592 Space Science &amp; 593 The Dynamic Earth</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>675 Anatomy and Physiology &amp; 775 Human Biology (Dual Credit)* &amp; 785 Chemistry of Everyday Life (Dual Credit)* &amp; 875 AP Biology*</td>
</tr>
</tbody>
</table>

**Option B:** Graduation requirement fulfilled in two and a half years.

To meet graduation requirements, students must pass Biology (370) or AP Prep Biology (375), Chemistry I (481) or AP Prep Chemistry I (486), and Physics I (691) or AP Prep Physics I (696). Chemistry II (482), AP Prep Chemistry II (487), Physics II (692), and AP Prep Physics II (697) will count as elective credit. Students who wish to take AP Physics must pass a full year of Physics. Students who wish to take AP Chemistry must pass a full year of Chemistry. Students who wish to take AP Biology must pass a full year of Biology.

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</thead>
<tbody>
<tr>
<td>Full Year</td>
<td>Full Year</td>
<td>Full Year</td>
<td>Semester 1</td>
</tr>
<tr>
<td>370 Biology</td>
<td></td>
<td></td>
<td>691 Physics I &amp; 692 Physics II or 696 AP Prep Physics I* &amp; 697 AP Prep Physics II*</td>
</tr>
<tr>
<td>Or</td>
<td>481 Chemistry I &amp; 482 Chemistry II</td>
<td></td>
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</tr>
<tr>
<td>375 AP Prep Biology*</td>
<td>486 AP Prep Chemistry I* &amp; 487 AP Prep Chemistry II*</td>
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**May be taken in addition to above selection:**

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
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<tbody>
<tr>
<td>875 AP Biology*</td>
<td>875 AP Biology*</td>
</tr>
<tr>
<td>875 AP Chemistry*</td>
<td>875 AP Chemistry*</td>
</tr>
<tr>
<td>675 Anatomy and Physiology</td>
<td>675 Anatomy and Physiology</td>
</tr>
<tr>
<td>775 Human Biology (Dual Credit)*</td>
<td>775 Human Biology (Dual Credit)*</td>
</tr>
<tr>
<td>785 Chemistry of Everyday Life (Dual Credit)*</td>
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<table>
<thead>
<tr>
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<th>Semester 2</th>
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</thead>
<tbody>
<tr>
<td>572 Zoology</td>
<td>572 Zoology</td>
</tr>
<tr>
<td>574 Microbiology</td>
<td>574 Microbiology</td>
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<tr>
<td>592 Space Science</td>
<td>592 Space Science</td>
</tr>
<tr>
<td>593 The Dynamic Earth</td>
<td>593 The Dynamic Earth</td>
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</tbody>
</table>

* Honors Level course.
### Elective Courses for Class of 2020 and 2021

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Course Information</th>
<th>Prerequisite</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>572</td>
<td>Zoology</td>
<td>1/2 credit each semester; both semesters required; full year course; open to grades 9, 10, 11 &amp; 12</td>
<td>None</td>
<td>This introductory biology course emphasizes the patterns, processes, and relationships of living organisms. Students will use observations, experiments, hypotheses, tests, models, theory, and technology to explore how life works. Core ideas include structures and processes in organisms, ecology, heredity, and evolution.</td>
</tr>
<tr>
<td>574</td>
<td>Microbiology</td>
<td>1/2 credit each semester; both semesters required; full year course; open to grades 9, 10, 11 &amp; 12</td>
<td>None</td>
<td>This accelerated, rigorously-paced course that is recommended for those who have a particular interest in Biology and the natural sciences, and are interested in preparing for AP Biology and other advanced science courses. The course is designed to guide students in the investigation of all aspects of living organisms by examining real world problems through inquiry and critical thinking. Laboratory investigations play a prominent role in this accelerated course.</td>
</tr>
<tr>
<td>592</td>
<td>Space Science</td>
<td>1/2 credit; Fall semester; open to grades 10, 11 &amp; 12</td>
<td>Algebra I (334) or consent of Content Area Chair</td>
<td>This is an introductory chemistry course that enables students to investigate the chemical and physical make-up of the world around them. Specific areas of study include: atomic theory, the periodic table, chemical bonding, and gas laws. Students will need a scientific calculator.</td>
</tr>
<tr>
<td>593</td>
<td>The Dynamic Earth</td>
<td>1/2 credit; Spring semester; open to grades 10, 11 &amp; 12</td>
<td>Chemistry I or AP Prep Chemistry I</td>
<td>This is an introductory chemistry course that enables students to investigate the chemical and physical make-up of the world around them. Specific areas of study include: chemical reactions, solutions, thermodynamics, and acids/bases. Students will need a scientific calculator.</td>
</tr>
<tr>
<td>675</td>
<td>Anatomy and Physiology</td>
<td>1/2 credit; Fall semester; grades 9, 10, 11 &amp; 12</td>
<td>Algebra I (334) or consent of Content Area Chair</td>
<td>This is an accelerated, rigorously-paced course that enables students to investigate the chemical and physical makeup of the world around them. Students must be independent readers and highly motivated to obtain a deep understanding of the material. Students who are interested in taking AP Chemistry are encouraged to take AP Prep Chemistry I and II. Specific areas of study include: atomic theory, the periodic table, chemical bonding, and gas laws. Students will need a scientific calculator.</td>
</tr>
<tr>
<td>676</td>
<td>AP Prep Physics I*</td>
<td>1/2 credit; Fall semester; grades 9, 10, 11 &amp; 12</td>
<td>Algebra I (334) or consent of Content Area Chair</td>
<td>This is an accelerated, rigorously-paced course that enables students to investigate the chemical and physical makeup of the world around them. Students must be independent readers and highly motivated to obtain a deep understanding of the material. Students who are interested in taking AP Chemistry are encouraged to take AP Prep Chemistry I and II. Specific areas of study include: chemical reactions, solutions, thermodynamics, and acids/bases. Students will need a scientific calculator.</td>
</tr>
<tr>
<td>Course Code</td>
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<td>Course Information</td>
<td>Prerequisite</td>
<td>Description</td>
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<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>572</td>
<td>Zoology</td>
<td>Course Information: 1/2 credit; either semester; open to grades 10, 11 &amp; 12</td>
<td>Biology (370) or AP Prep Biology (375)</td>
<td>This one semester course deals with the understanding of the sciences of zoology and ecology of vertebrates including the principles of science that are related to life, growth, structure or anatomy, and classification of an individual animal species. In addition, the course will address the conservation and management of wildlife populations. There is a strong emphasis on using dissection within laboratory investigations, therefore students who enroll in this course should be comfortable with animal dissection.</td>
</tr>
<tr>
<td>574</td>
<td>Microbiology</td>
<td>Course Information: 1/2 credit; either semester; open to grades 10, 11 &amp; 12</td>
<td>Biology (370) or AP Prep Biology (375)</td>
<td>This one semester course is designed to examine the roles of microorganisms in nature, health, agriculture, pollution control, ecology, and bioengineering through experimentation and investigation. Areas of study include classification and structure of microorganisms; metabolic diversity; microbial genetics; control of microbial growth; microbial ecology, biotechnology and applied microbiology; and host-microbe interactions. Careers related to medicine, healthcare, research, food science and biotechnology will be emphasized throughout the curriculum and real-life applications will be studied through case studies concerning diseases; food preparation and safety; and the use of microbes in industry, agriculture, biotechnology and environment.</td>
</tr>
<tr>
<td>592</td>
<td>Space Science</td>
<td>Course Information: 1/2 credit; either semester; open to grades 9, 10, 11 &amp; 12</td>
<td>None.</td>
<td>This one semester course is for students who have an interest in astronomy or space studies and focuses on the study of space and exploration of space. Through experimentation and investigation, students will learn about the universe, galaxies, stars, solar systems, and space exploration. This class will also include the study of the history of astronomy, aeronautics, and the future of human space exploration.</td>
</tr>
<tr>
<td>593</td>
<td>The Dynamic Earth</td>
<td>Course Information: 1/2 credit; either semester; open to grades 9, 10, 11 &amp; 12</td>
<td>None.</td>
<td>This course explores the atmosphere above us and the geosphere below us. The atmosphere above us determines the type of weather we experience on Earth’s surface. The course focuses on severe weather events such as thunderstorms, hurricanes, and tornades. The geosphere below us contains clues about the history of Earth and affects our lives today by creating earthquakes, volcanoes and tsunamis.</td>
</tr>
<tr>
<td>675</td>
<td>Anatomy and Physiology</td>
<td>Course Information: 1/2 credit each semester; both semesters required; full year course; open to grades 11 &amp; 12</td>
<td>Student has fulfilled the graduation requirements for science or is concurrently enrolled in Physics.</td>
<td>This course covers biological concepts at a sophisticated level with special reference to the human organism. The course is intended for those who are interested in biology as an area of further study or toward careers in medical fields such as medicine, nursing, medical technology, physiotherapy, and physical education. There is an intensive study of the cell as the structural and functional unit of the body. The course emphasis is not only anatomy but also the application of biochemistry to the physiology of the human body. The anatomy covered is that which is necessary for proper understanding of the physiology of each system. Laboratory investigations include both microscope examinations of human tissue and the gross anatomy dissection of a fetal pig and cow heart, as well as extensive study of the skeletal, muscular, and nervous systems.</td>
</tr>
<tr>
<td>691</td>
<td>Physics I</td>
<td>Course Information: 1/2 credit; open to grades 10, 11 &amp; 12</td>
<td>Plane Geometry (434) or Accelerated Geometry (435), and one semester of a physical science</td>
<td>The course is designed with an emphasis on the physical aspects of our world and the universe. Specific areas of study include: waves, sound, motion, and Newton’s laws. Students will need a scientific calculator.</td>
</tr>
<tr>
<td>692</td>
<td>Physics II</td>
<td>Course Information: 1/2 credit; open to grades 10, 11 &amp; 12</td>
<td>Physics I or AP Prep Physics I</td>
<td>The course builds on the ideas of Physics I. Specific areas of study include: momentum, energy, electrostatics, circuits, electromagnetism, light, and optics. Students will need a scientific calculator.</td>
</tr>
</tbody>
</table>
696 AP Prep Physics I
Course Information: 1/2 credit; either semester; open to grades 10, 11 & 12; Honors Level course
Prerequisite: Plane Geometry (434) or Accelerated Geometry (435), and one semester of a physical science
Description: This is an accelerated, rigorously-paced course. In particular, students who are interested in taking AP Physics are encouraged to take AP Prep Physics I and II. The course is designed with an emphasis on the physical aspects of our world and the universe, and stresses mathematical analysis, laboratory investigations, and engineering-style projects. Specific areas of study include: waves, sound, motion, and Newton’s laws. Students will need a scientific calculator.

697 AP Prep Physics II
Course Information: 1/2 credit; Spring semester; open to grades 10, 11 & 12; Honors Level course
Prerequisite: AP Prep Physics I, or consent of Content Area Chair
Description: This is an accelerated, rigorously-paced course. In particular, students who are interested in taking AP Physics are encouraged to take AP Prep Physics I and II. The course is designed with an emphasis on the physical aspects of our world and the universe, and stresses mathematical analysis, laboratory investigations, and engineering-style projects. Specific areas of study include: momentum, energy, electrostatics, circuits, electromagnetism, light, and optics. Students will need a scientific calculator.

775 Human Biology (College Level Dual Credit)
Course Information: 1/2 credit each semester; both semesters required; full year course; open to 11 & 12 grade students who meet Parkland College dual credit requirements; Honors Level Course
Prerequisite: Student has fulfilled the graduation requirements in science or is concurrently enrolled in Physics.
Description: This college level course is designed to provide non-science majors with the fundamental principles of human biology in the context of current social issues. An emphasis is placed on the human body and its interconnectedness to health, disease, growth, development, genetics, and evolution, as they relate to individuals and society. Teaching and evaluation methods include case studies; module quizzes; group projects; article summaries; lab assignments; oral presentations; and final exam. This course is offered as a Dual Credit course with Parkland College, allowing students to earn both high school credit and 4 hours of Parkland College credit.

785 Chemistry of Everyday Life (College Level Dual Credit)
Course Information: 1/2 credit each semester; both semesters required; full year course; open to 11 & 12 grade students who meet Parkland College dual credit requirements; Honors Level Course
Prerequisite: Student has completed a full year of biology and Chemistry I or AP Prep Chemistry I, and earned credit or enrolled in Algebra II (534) or Accelerated Algebra II (535) or consent of the Content Area Chair
Description: This college level course is designed to provide non-science majors with an introduction to chemical concepts through applications to common activities in everyday life and modern issues. Teaching and evaluation methods include lab reports; quizzes; objective exams; research project(s); discussion forums; and final exam. This course is offered as a Dual Credit course with Parkland College, allowing students to earn both high school credit and 4 hours of Parkland College credit.

875 Advanced Placement (AP) Biology
Course Information: 1/2 credit each semester; both semesters required; full year course; open to grades 11 & 12; Honors Level course
Prerequisite: Student has fulfilled the graduation requirements for science or is concurrently enrolled in Physics.
Description: This college level course is for students interested in extending their knowledge of the biological laws of nature and enhancing their laboratory skills in biology. Students will prepare for the Advanced Placement exam in Biology. The course extends the topics studied in first-year Biology, as well as introduces new subjects. Teaching methods include lectures and student-performed laboratory exercises. A summer assignment may be required for students enrolled in this course. *The cost of the advanced placement examination is determined annually by the College Board. Students eligible for free or reduced lunch or who have fee waivers for the current year are eligible to have the cost of the exam waived.
Advanced Placement (AP) Chemistry

Course Information: 1/2 credit each semester; both semesters required; full year course; open to grades 11 & 12; Honors Level course

Prerequisite: Student has completed a full year of biology and a full year of chemistry, and earned credit or enrolled in Algebra II (534) or Accelerated Algebra II (535) or consent of the Content Area Chair

Description: This college level course is for students interested in deepening their background in the physical sciences. Students are prepared to take the Advanced Placement exam in Chemistry upon completion of this course. The course presents an extension of some topics studied in Chemistry and introduces advanced topics in Chemistry. Lectures, demonstrations, and student-performed laboratory exercises are used to deepen students’ understanding of advanced topics. A summer assignment may be required for students enrolled in this course.

* The cost of the advanced placement examination is determined annually by the College Board. Students eligible for free or reduced lunch or who have fee waivers for the current year are eligible to have the cost of the exam waived.

Advanced Placement (AP) Physics C: Mechanics

Course Information: 1/2 credit each semester; both semesters required; full year course; open to grades 11 & 12; Honors Level course

Prerequisite: Student has completed a full year of physics, and earned credit in Algebra II (534) or Accelerated Algebra (535) or consent of the Content Area Chair

Description: This college level course is designed to extend the science-oriented student’s knowledge of the physical laws of nature. The area of study is predominantly calculus-based Newtonian mechanics, but may include other advanced physics topics. Teaching methods include lectures, demonstrations, laboratory, research projects, problem solving, and teacher-pupil interactions. Students are prepared for university and Advanced Placement examinations upon completion of this course. A summer assignment may be required for students enrolled in this course.

* The cost of the advanced placement examination is determined annually by the College Board. Students eligible for free or reduced lunch or who have fee waivers for the current year are eligible to have the cost of the exam waived.
# Social Science Required Course Sequence

<table>
<thead>
<tr>
<th>Freshman</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td>460 Human Geography</td>
<td>551 World History or 851 AP World History*</td>
<td>652 U.S. History or 852 AP U.S. History*</td>
<td>660 American Government and Civics+ or 855 AP United States Government &amp; Politics*</td>
</tr>
</tbody>
</table>

## Elective Courses

<table>
<thead>
<tr>
<th>Course Information:</th>
<th>1/2 credit; either semester; elective course; open to grades 9, 10, 11 &amp; 12</th>
<th>657 Sociology</th>
</tr>
</thead>
<tbody>
<tr>
<td>454 The Contemporary World</td>
<td><strong>Prerequisite:</strong> None</td>
<td></td>
</tr>
<tr>
<td><strong>Description:</strong> Students will explore the geographic, economic, political, and cultural institutions of the modern world. During the first half of the semester, students will receive an overview of nine countries/regions of the world that are selected from the following: Africa, Australia/New Zealand, Canada, The Caribbean, Central America, China, Eastern Europe, India, Japan, Korea, Mexico, The Middle East, Pakistan/Afghanistan, Russia/The Former Soviet Union, Southeast Asia, South America, and Western Europe. They will select these regions as a class based on student interest and current world events. During the second half of the semester, students will develop research skills and analytical skills as they compile a portfolio on one of the countries/regions surveyed earlier. The second half of the course will feature student-driven investigation and discussion of relevant events and issues as they unfold.</td>
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</tbody>
</table>

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<tr>
<th>Course Information:</th>
<th>1/2 credit; either semester; fulfills the 9th grade 1/2 credit graduation requirement; open to grade 9 (and students who need to fulfill the freshman level graduation requirement)</th>
<th>658 Psychology</th>
</tr>
</thead>
<tbody>
<tr>
<td>460 Human Geography</td>
<td><strong>Prerequisite:</strong> None</td>
<td>862 AP European History*</td>
</tr>
<tr>
<td><strong>Description:</strong> Human Geography is a course designed to help students better understand the concept of globalization by allowing them to study and think critically about the interconnectedness of various regions around the world. Areas of study will include: China, India, the Americas, the Middle East, and Africa. Students will study the physical geography, culture, demography, urban contexts, political organization, and economics of each region and realize how these concepts work together or against one another to create the current condition of that region and the global world as a whole.</td>
<td>853 AP Macroeconomics*</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Information:</th>
<th>1/2 credit; either semester; fulfills the 9th grade 1/2 credit graduation requirement; open to grade 9 (and students who need to fulfill the freshman level graduation requirement)</th>
<th>859 AP Psychology*</th>
</tr>
</thead>
<tbody>
<tr>
<td>460 Human Geography</td>
<td><strong>Prerequisite:</strong> None</td>
<td>662 AP European History*</td>
</tr>
<tr>
<td><strong>Description:</strong> Human Geography is a course designed to help students better understand the concept of globalization by allowing them to study and think critically about the interconnectedness of various regions around the world. Areas of study will include: China, India, the Americas, the Middle East, and Africa. Students will study the physical geography, culture, demography, urban contexts, political organization, and economics of each region and realize how these concepts work together or against one another to create the current condition of that region and the global world as a whole.</td>
<td>656 Economics</td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Name</td>
<td>Course Information</td>
</tr>
<tr>
<td>-------------</td>
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<td>-------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>551</td>
<td>World History</td>
<td>1/2 credit each semester; both semesters required; fulfills the 10th grade 1 credit graduation requirement; open to grade 10 (and students who need to fulfill the sophomore level graduation requirement)</td>
</tr>
<tr>
<td>605</td>
<td>Law in American Society</td>
<td>1/2 credit; either semester; elective course; open to grades 10, 11 &amp; 12</td>
</tr>
<tr>
<td>650</td>
<td>African-American History</td>
<td>1/2 credit; either semester; elective course; open to grades 10, 11 &amp; 12</td>
</tr>
<tr>
<td>652</td>
<td>United States History</td>
<td>1/2 credit each semester; both semesters required; full year course; fulfills the 11th grade 1 credit graduation requirement; open to grade 11 (and students who need to fulfill the junior level graduation requirement)</td>
</tr>
<tr>
<td>654</td>
<td>Media Literacy</td>
<td>1/2 credit; either semester; elective course; open to grades 11 &amp; 12</td>
</tr>
<tr>
<td>656</td>
<td>Economics</td>
<td>1/2 credit; either semester; elective course; open to grades 10, 11 &amp; 12. This course fulfills the consumer education requirement.</td>
</tr>
</tbody>
</table>
### 657 Sociology
**Course Information:** 1/2 credit each semester; both semesters required; full year course; elective course; open to grades 11 & 12  
**Prerequisite:** None  
**Description:** This course scientifically analyzes the group behavior of human beings. This course is designed primarily for college preparation, but any student could benefit. Course content includes an analysis of basic institutions of society (family, religion, government, education, and economics) and their problems. Course topics include culture and cultural comparisons, social class and status, values and norms, population, race and ethnic relations, criminal behavior, marriage and divorce, collective behavior, etc.

### 658 Psychology
**Course Information:** 1/2 credit; either semester; elective course; open to grades 11 & 12  
**Prerequisite:** None  
**Description:** An essential question faces the students and, in fact, current practitioners in the fields of psychology: *How much of any given behavior is the result of nature and thereby the result of genetic predispositions, and how much is nurture, and thereby the result of environmental conditioning?* These issues are the philosophical basis around which the subjects of the course (personality theory, learning theory, development, and abnormal psychology) revolve; they serve as a dynamic and ongoing presence for the summative activities at the end of each unit of instruction. Further, rather than address research and statistics as separate issues, those subjects are covered throughout the units, with the intent of strengthening the students’ understanding of research procedures and the viability of research findings.

### 660 American Government and Civics
**Course Information:** 1/2 credit; either semester; fulfills the 1/2 credit 12th grade credit graduation requirement; open to only grade 12 (and students who need to fulfill the Senior level graduation requirement)  
**Prerequisite:** None  
**Description:** This course is designed to study American government and politics including the fundamental principles of government, the role of the Executive, Legislative and Judicial branches, American political culture, public opinion, political participation, elections and campaigns, interest groups, the media, and the policy-making process. Course content will transcend a simple focus on government institutions and include participatory civic learning practices like current and controversial issues discussions, service learning, and simulations of democratic processes. Students will take the U.S. and Illinois Constitution Tests required for graduation by the State of Illinois. This course fulfills the civics requirement for graduation.

### 661 American History Through Film
**Course Information:** 1/2 Credit; either semester; elective course; open to grades 11 & 12  
**Prerequisite:** None  
**Description:** This course is designed to expose students to major events and eras of the twentieth century. By using film, we will compare actual historical events with their portrayal in American popular culture. Students will examine how film reflects American society as well as influences American society and public opinion. The course will also discuss the problems associated with national mythmaking and misinformation. Students will read and write critical essays related to historical topics and film.

### 851 Advanced Placement (AP) World History
**Course Information:** 1/2 credit each semester; both semesters required; fulfills the 10th grade 1 credit graduation requirement; open to grade 10 (and students who need to fulfill the Sophomore level graduation requirement); Honors Level course  
**Prerequisite:** It is highly recommended that the student have an A or high B in the freshmen level required course and a strong desire to take the AP exam.  
**Description:** This course focuses on developing students’ abilities to think conceptually about world history from approximately 8000 BCE to the present and apply historical thinking skills as they learn about the past. Five themes of equal importance – focusing on the environment, cultures, state-building, economic systems, and social structures – provide areas of historical inquiry for investigation throughout the course. AP World History encompasses the history of the five major geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania, with special focus on historical developments and processes that cross multiple regions. *The cost of the advanced placement examination is determined annually by the College Board. Students eligible for free or reduced lunch or who have fee waivers for the current year are eligible to have the cost of the exam waived.*
### Advanced Placement (AP) United States History

**Course Information:** 1/2 credit each semester; both semesters required; full year course; fulfills the 11th grade 1 credit graduation requirement; open to grade 11; Honors Level course

**Prerequisite:** It is highly recommended that the student have an A or B in the sophomore level required course and a strong desire to take the AP exam.

**Description:** This is an advanced course in the study of the history of the United States from its foundations until the present. It primarily focuses on the development of college-level critical thinking, reading, and writing skills while focusing on issues and primary sources related to various historical eras. It is expected that all students in this course will take the College Board Advanced Placement exam. **Students will be required to complete outside assignments and reading prior to taking this course.**

*The cost of the Advanced Placement examination is determined annually by the College Board. Students eligible for free or reduced lunch or who have fee waivers for the current year are eligible to have the cost of the exam waived.*

### Advanced Placement (AP) Macroeconomics

**Course Information:** 1/2 credit; either semester; elective course; open to grades 11 and 12; Honors Level course. This course fulfills the consumer education requirement.

**Prerequisite:** It is highly recommended that the student have an A or B in previous social science courses and a strong desire to take the AP exam.

**Description:** This course offers students the opportunity to pursue a college-level study of macroeconomics while still in high school. The course will give students a thorough understanding of the principles of economics that apply to our economic system. It will place particular emphasis on the study of national income and price determination while developing students’ familiarity with economic performance measures, economic growth, and international economics. Students will also explore budgeting, credit, insurance, saving, investing, consumer debt, higher education student loans, and identity theft security. It is expected that all students in this course will take the College Board Advanced Placement exam. **Students will be required to complete outside assignments and reading prior to taking this course.** *The cost of the Advanced Placement examination is determined annually by the College Board. Students eligible for free or reduced lunch or who have fee waivers for the current year are eligible to have the cost of the exam waived.*

### Advanced Placement (AP) United States Government and Politics

**Course Information:** 1/2 credit; Spring semester; fulfills the 1/2 credit grade 12 graduation requirement; open to only grade 12 (and students who need to fulfill the Senior level graduation requirement); Honors Level course

**Prerequisite:** It is highly recommended that the student have an A or B in previous social science courses and a strong desire to take the AP exam.

**Description:** This is an advanced course in the study of the national government. It primarily focuses on the development of critical thinking, reading, and writing skills while focusing on issues and primary sources related to government and its essential premises and structures. Content will include participatory civic learning practices, service learning, and simulations of democratic processes. It is expected that all students in this course will take the College Board Advanced Placement exam. **Students will be required to complete outside assignments and reading prior to taking this course.** Students will take the U.S. and Illinois Constitution Tests required for graduation by the State of Illinois. *The cost of the Advanced Placement examination is determined annually by the College Board. Students eligible for free or reduced lunch or who have fee waivers for the current year are eligible to have the cost of the exam waived.* This course fulfills the civics requirement for graduation.

### Advanced Placement (AP) Psychology

**Course Information:** 1/2 credit; each semester; both semesters required; full year course; elective course; open to grades 11 & 12; Honors Level course

**Prerequisite:** A strong desire to take the AP exam.

**Description:** This course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. It is expected that all students in this course will take the College Board Advanced Placement exam. **Students will be required to complete outside assignments and reading prior to taking this course.** *The cost of the Advanced Placement examination is determined annually by the College Board. Students eligible for free or reduced lunch or who have fee waivers for the current year are eligible to have the cost of the exam waived.*
Advanced Placement (AP) European History

Course Information: 1/2 credit each semester; both semesters required; full year course; elective course; open to grade 12; Honors Level course

Prerequisite: It is highly recommended that the student have a strong interest in the Social Sciences, as well as a strong desire to take the AP exam.

Description: This advanced course offers a rigorous study of the history of Europe from 1300 to the present. While exploring the political, social, economic, religious, and cultural trends of European history, students will use a variety of primary and secondary sources to enhance their college level communication and thinking skills. In addition to course content, students will have several opportunities to explore historical topics of interest to themselves. It is expected that all students in the course will take the College Board Advanced Placement exam. Students will be required to complete outside assignments and reading prior to taking this course. *The cost of the Advanced Placement examination is determined annually by the College Board. Students eligible for free or reduced lunch or who have fee waivers for the current year are eligible to have the cost of the exam waived.
**World Languages Course Sequence**

<table>
<thead>
<tr>
<th>Freshman</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td>329 Spanish I</td>
<td>429 Spanish II</td>
<td>529 Spanish III</td>
<td>629 Spanish IV*</td>
</tr>
<tr>
<td>326 French I</td>
<td>426 French II</td>
<td>526 French III</td>
<td>626 French IV*</td>
</tr>
<tr>
<td>327 German I</td>
<td>427 German II</td>
<td>527 German III*</td>
<td>827 AP German Language*</td>
</tr>
<tr>
<td>429 Spanish II</td>
<td>529 Spanish III</td>
<td>629 Spanish IV*</td>
<td>829 AP Spanish Language*</td>
</tr>
<tr>
<td>426 French II</td>
<td>526 French III</td>
<td>626 French IV*</td>
<td>826 AP French Language*</td>
</tr>
</tbody>
</table>

German 101/102*: See course descriptions for grade level recommendations

*Honors Level course.

In an increasingly diverse global society, acquiring a second language is essential for personal and professional development. Champaign Unit 4 students have an opportunity to choose from French, German, and Spanish languages. All courses are aligned with ACTFL (American Council of the Teaching of Foreign Language) standards. Student evaluations are based on communicative competence, written, and oral activities, and objective testing of the material. The study of a world language is an elective. Although students who will attend a college or university are encouraged to take four years of a world language, neither the State of Illinois nor the Champaign Unit 4 School District requires it for high school graduation. **Many colleges and universities require completion of two years of the same world language for admission.** To be successful in the next level, it is recommended that students receive a C or better in the prerequisite course.

**Benefits of Each Language**

**FRENCH:**
- Twenty-nine countries have French as an official language, with more in Africa than any other continent.
- French is the only language other than English spoken on five continents.
- French as a world language is the second most frequently taught language in the world after English.
- French is the world language spoken by our largest trading partner, Canada.
- French is one of six official working languages in the United Nations and one of the most-used global languages along with English.

**GERMAN:**
- German is the heritage language for more US-Americans than any other language.
- Numerous, prosperous German companies offer interesting and high paying jobs to US-Americans.
- Germany is a driving force behind the European Union.
- With 100 million speakers, it is the most widely-spoken language in Europe.
- Juniors and seniors may take German 101 and 102 through Parkland’s Dual Credit Program.
SPANISH:
- Spanish is one of six official working languages of the United Nations and one of the most-used global languages, along with English.
- Spanish is spoken on all continents, is the official language of 21 countries, and is the most studied world language in the U.S.
- Within the global market, there is an international expansion and recognition of the Spanish language in literature, the film industry, television, and music.
- Spanish is spoken by over 500 million people worldwide; in the United States, Spanish is spoken by three-quarters of its 44.3 million Hispanic population.

FIRST YEAR LANGUAGE
French I (326)
German I (327)
Spanish I (329)

Course Information: 1/2 credit each semester; both semesters required; full year course
Prerequisite: None
Description: This course introduces pronunciation, communication patterns, and reading and writing in topics dealing with everyday life situations. Media materials of native speech are utilized. Emphasis is placed on spoken communication with close imitation of sounds and rhythms. Various methods are used to introduce basic grammar, vocabulary, culture, and geography.

SECOND YEAR LANGUAGE
French II (426)
German II (427)
Spanish II (429)

Course Information: 1/2 credit each semester; both semesters required; full year course
Prerequisite: Successful completion of first year course.
Description: Most of this class will be conducted in the target language. At this level, students review the basic elements learned in the first year with greater mastery of language expected. Students will also be expected to continue the development of reading comprehension and writing skills.

430 Heritage Spanish
Course Information: 1/2 credit each semester; both semesters required; full year course
Prerequisite: This course is for students who are native Spanish-speakers
Description: This course is designed for incoming freshmen and sophomores to support and further develop the Spanish the student already speaks. Students will learn more about their language and diverse cultural heritage as they acquire and strengthen literacy skills in Spanish. Emphasis is placed on the appreciation of students’ language, culture, and heritage and the validation of their significant contributions to our global society. Upon successful completion of this course, students should be eligible to go on to Spanish III or IV, determined by a skills assessment at the end of the year.

431 Heritage French
Course Information: 1/2 credit each semester; both semesters required; full year course
Prerequisite: This course is for students who are native French-speakers
Description: This course is designed for incoming freshmen, sophomores and English Learners to support and further develop the French language that the student already speaks. Students will learn more about their language and diverse cultural heritage as they acquire and strengthen literacy skills in French. Emphasis is placed on the appreciation of students’ language, culture, and heritage and the validation of their significant contributions to our global society. Upon successful completion of this course, students should be eligible to go on to French III or IV, determined by a skills assessment at the end of the year.
THIRD YEAR LANGUAGE
French III (526)
German III (527)
Spanish III (529)

Course Information: 1/2 credit each semester; both semesters required; full year course; Honors Level for German III only
Prerequisite: Successful completion of second year course.

Description: Students work to improve their mastery of both spoken and written language skills through a more rigorous curriculum in the target language. It is the expectation that students will use the target language in this level, and the instructor will conduct class in the target language. More complex grammatical structures are introduced. A continued emphasis is placed on students’ oral production of the language. Composition assignments are completed throughout the course. Students will be expected to advance their reading skills.

FOURTH YEAR LANGUAGE
French IV (626)
Spanish IV (629)

Course Information: 1/2 credit each semester; both semesters required; full year course; Honors Level course
Prerequisite: Successful completion of third year course.

Description: In order to experience a full immersion environment, this class is conducted almost entirely in the target language. Students are required to fully participate in the target language. This course is grammar intensive, elevating the level of reading, writing, listening, and speaking in the target language, working toward a higher level of mastery.

Advanced Placement (AP) World Language and Culture
French (826)
German (827)
Spanish (829)

Course Information: 1/2 credit each semester; both semesters required; full year course; Honors Level course
Prerequisite: Successful completion of fourth year course.

Description: This course focuses on reading, writing, listening, and speaking in the language and is designed to develop the following competencies: proficiency in spoken language comprehension such as to allow for the understanding of both formal and informal spoken, writing ability sufficient to synthesize and compose accurate and articulate written passages of expository and other writing, speaking ability to express ideas of any sort with fluency through integrated communication that is considered comprehensible to native speakers, sufficient vocabulary and grasp of structure to allow for reading of authentic material, and recognize higher level linguistic components, and produce it appropriately. The course syllabus adheres to the College Board requirements in terms of thematic units. The following topics are covered throughout the year: the New World, poetry analysis, medieval literature, immigration issues, and current events. Additionally, there will be intensive grammar study to prepare students for the Advanced Placement exam. All students are encouraged to take the AP exam which is offered in May. *The cost of the advanced placement examination is determined annually by the College Board. Students eligible for free or reduced lunch or who have fee waivers for the current year are eligible to have the cost of the exam waived.

831 Advanced Placement (AP) Spanish Literature and Culture
Course Information: 1/2 credit each semester; both semesters required; full year course; Honors Level course
Prerequisite: May be taken in conjunction with AP Spanish Language and Culture course; Spanish IV is a prerequisite or with instructor’s approval

Description: The AP Spanish Literature and Culture Course is an introductory course to formal study of most representative Peninsular Spanish, Latin American, and U.S Hispanic literature written in Spanish. This course covers all six themes and the entire reading list outlined in the AP Spanish Literature and Culture Curriculum Framework as described in the course organization. The course is conducted entirely in Spanish, and students are required to speak only in Spanish in order to strengthen their three modes of communication (interpersonal, interpretive, and presentational) at a more advanced language level. Students are provided full texts of each literary work and additional readings in Spanish. The readings are analyzed in chronological order and connected with: a) historical, sociocultural, political, aesthetical, geographical contexts; b) literary history of each movement (trend); c) authors’ style from each period of time; and d) literary theory. Students are taught the techniques of literary analysis (essays, prose, poetry, and drama), works and literary trends, as well as literary theory, and criticism. In particular students are encouraged and expected to develop critical thinking through literary analysis, textual and text analysis (short answers and essays), art comparison, thematic comparisons on the required reading list. All students are encouraged to take the AP exam which is offered in May. *The cost of the advanced placement examination is determined annually by the College Board. Students eligible for free or reduced lunch or who have fee waivers for the current year are eligible to have the cost of the exam waived.

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**Illinois Seal of Biliteracy**: Students who score a 4 on the Spanish, Chinese, French, German, Italian, or Japanese AP language test qualify for the Illinois Seal of Biliteracy. The Seal is a recognition given to graduating high school students who have demonstrated a high level of proficiency in English and in reading, writing, listening, and speaking in another language. Students who score a 3 on these exams qualify for the Illinois Commendation toward Biliteracy. The Commendation is a recognition given to graduating high school students who have demonstrated significant progress toward achieving a high level of proficiency in English and in reading, writing, listening, and speaking in another language. For additional information, please go to: [http://www.isbe.state.il.us/seal-of-biliteracy/pdf/faq.pdf](http://www.isbe.state.il.us/seal-of-biliteracy/pdf/faq.pdf)

**German 101 (College Level Dual Credit)**

**Course Information**: 1/2 credit; Fall semester; open to grades 11 & 12; Honors Level course  
**Prerequisite**: Previous study of French or Spanish is recommended.  
**Description**: Students will have the opportunity to earn high school and college level credit in this course. This course will cover introductory grammar topics and vocabulary development, as well as develop skills in speaking, understanding, reading, and writing of basic German. A cross-cultural awareness for the German-speaking areas of Europe is also emphasized. This course is offered as a Dual Credit course with Parkland College, allowing students to earn both high school credit and 4 hours of Parkland College credit.

**German 102 (College Level Dual Credit)**

**Course Information**: 1/2 credit; Spring semester; open to grades 11 & 12; Honors Level course  
**Prerequisite**: German 101  
**Description**: Students will have the opportunity to earn high school and college level credit in this course. This course will cover intermediate grammar topics and vocabulary as well as the continued development of speaking, understanding, reading, and writing of basic German. A cross-cultural awareness of German-speaking areas of Europe is also expanded upon. This course is offered as a Dual Credit course with Parkland College, allowing students to earn both high school credit and 4 hours of Parkland College credit.
Special Education provides a continuum of services for students with a current Individualized Education Program/IEP. Services and Placement are reviewed at least yearly at a student’s Annual Review Conference. Below are examples of services with a prerequisite of placement through the IEP process with decisions based on eligibility and need.

**Co-Taught Classes**

Co-taught classes offer students with IEPs a means of specialized instruction on their deficit areas in the general education setting through a collaborative partnership between a general education teacher and a special education teacher.

**Special Education Classes**

Self-contained classes offer students with IEPs, who are unable to access curriculum in the general education setting, instruction in the basic academic areas. These classes are taught by special education teachers and are aligned to the general education standards.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>8151</td>
<td>Strategic Literacy</td>
<td>1/2 credit per semester</td>
</tr>
<tr>
<td>8103</td>
<td>Comprehensive English I</td>
<td>1/2 credit per semester; both semesters required</td>
</tr>
<tr>
<td>8203</td>
<td>Comprehensive English II</td>
<td>1/2 credit per semester; both semesters required</td>
</tr>
<tr>
<td>8303</td>
<td>American Literature</td>
<td>1/2 credit per semester; both semesters required</td>
</tr>
<tr>
<td>8403</td>
<td>Comprehensive Literature &amp; Rhetoric</td>
<td>1/2 credit per semester; both semesters required</td>
</tr>
<tr>
<td>8460</td>
<td>Human Geography</td>
<td>1/2 credit; either semester; required</td>
</tr>
<tr>
<td>8660</td>
<td>Government</td>
<td>1/2 credit; either semester; required</td>
</tr>
<tr>
<td>8652</td>
<td>US History</td>
<td>1/2 credit per semester; both semesters required</td>
</tr>
<tr>
<td>8551</td>
<td>World History</td>
<td>1/2 credit per semester; both semesters required</td>
</tr>
<tr>
<td>8334</td>
<td>Algebra I</td>
<td>1/2 credit per semester; both semesters required</td>
</tr>
<tr>
<td>8434</td>
<td>Plane Geometry</td>
<td>1/2 credit per semester; both semesters required</td>
</tr>
<tr>
<td>8534</td>
<td>Algebra II</td>
<td>1/2 credit per semester; both semesters required</td>
</tr>
<tr>
<td>8370</td>
<td>Biology</td>
<td>1/2 credit per semester; both semesters required</td>
</tr>
<tr>
<td>8481</td>
<td>Chemistry I</td>
<td>1/2 credit; either semester; required</td>
</tr>
<tr>
<td>8691</td>
<td>Physics I</td>
<td>1/2 credit; either semester; required</td>
</tr>
<tr>
<td>8199</td>
<td>Academic Support</td>
<td>1/2 credit per semester</td>
</tr>
<tr>
<td>8793</td>
<td>Pre-Vocational Work Training</td>
<td>1/2 credit per semester</td>
</tr>
</tbody>
</table>

**Functional Life Skills and Essential Skills Classes**

The Functional Life Skills and Essential Skills classes are structured to meet the individual needs of students with disabilities whose identified needs are to develop skills for daily and independent living, as well as cause and effect and functional communication. Coursework is designed to teach functional life and essential skills in relation to specific disciplines with a focus on individual student goals.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>9990</td>
<td>Strategic Literacy</td>
<td>1/2 credit per semester</td>
</tr>
<tr>
<td>9961</td>
<td>English I</td>
<td>1/2 credit per semester; both semesters required</td>
</tr>
<tr>
<td>9971</td>
<td>English II</td>
<td>1/2 credit per semester; both semesters required</td>
</tr>
<tr>
<td>9981</td>
<td>English III</td>
<td>1/2 credit per semester; both semesters required</td>
</tr>
<tr>
<td>9991</td>
<td>English IV</td>
<td>1/2 credit per semester; both semesters required</td>
</tr>
<tr>
<td>9952</td>
<td>Social Science I</td>
<td>1/2 credit; either semester; both semesters required</td>
</tr>
<tr>
<td>9953</td>
<td>Social Science II</td>
<td>1/2 credit; either semester; both semesters required</td>
</tr>
<tr>
<td>9954</td>
<td>Social Science III</td>
<td>1/2 credit; each semester; both semesters required</td>
</tr>
<tr>
<td>9955</td>
<td>Social Science IV</td>
<td>1/2 credit per semester; both semesters required</td>
</tr>
<tr>
<td>9963</td>
<td>Math I</td>
<td>1/2 credit per semester; both semesters required</td>
</tr>
<tr>
<td>9973</td>
<td>Math II</td>
<td>1/2 credit per semester; both semesters required</td>
</tr>
<tr>
<td>9983</td>
<td>Math III</td>
<td>1/2 credit per semester; both semesters required</td>
</tr>
<tr>
<td>9966</td>
<td>Science I</td>
<td>1/2 credit per semester; both semesters required</td>
</tr>
<tr>
<td>9986</td>
<td>Science II</td>
<td>1/2 credit per semester; both semesters required</td>
</tr>
<tr>
<td>9987</td>
<td>Consumer Education</td>
<td>1/2 credit; either semester; required</td>
</tr>
<tr>
<td>9988</td>
<td>Health</td>
<td>1/2 credit; either semester; required</td>
</tr>
<tr>
<td>9998</td>
<td>Practical Living</td>
<td>1/2 credit per semester</td>
</tr>
<tr>
<td>9999</td>
<td>General Studies</td>
<td>1/2 credit per semester</td>
</tr>
</tbody>
</table>
Young Adult Program (for students 18 to 22 years of age)

The Champaign Unit 4 Young Adult Program is a community-based program that focuses on the development of specific independent living skills needed by students with IEPs to adequately access their community. Students are involved in a variety of programs in the community, developed specifically to meet their individual IEP goals.

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1058</td>
<td>Communications 1 credit; full year; activities may include social skills programming</td>
</tr>
<tr>
<td>1059</td>
<td>Domestic Management 1 credit; full year; activities may include direct, on-site programming to develop independent living skills</td>
</tr>
<tr>
<td>1060</td>
<td>Community Relations 1 credit; full year</td>
</tr>
<tr>
<td>1061</td>
<td>Recreation 1 credit; full year</td>
</tr>
<tr>
<td>1063</td>
<td>Comprehension Skills 1 credit; full year; activities may include developing problem-solving skills</td>
</tr>
<tr>
<td>1064</td>
<td>Work Experience 1 credit; full year</td>
</tr>
</tbody>
</table>

ALTERNATIVE/SUPPORTIVE PROGRAMS

Alternative Education Programs

Two alternative programs are presently available at the high school level. Students are enrolled only with administrative approval.

- Novak Academy
- R.E.A.D.Y.