

Monticello High School

Course Selection Guide 2017-18

Graduation Requirements

Total credits needed to graduate = 29

Specific Credits:

English	4 credits
Math	3 credits, including a Geometry-based course
Science	3 credits, including Biology
Social Studies	3 credits, including World Geography I (½ credit), American History (1 credit), Contemporary History (½ credit), American Government (½ credit)
Computer Concepts	½ credit
Consumer Ed.	½ credit
Health	½ credit
PE	4 credits

Early Graduation Procedure

To graduate in less than four years a student shall complete all graduation requirements. Students and parents must schedule an appointment with the Guidance Department to discuss early graduation. The building principal will require written parental permission if a student wishes to graduate in less than four years. Early graduates may be exempted from the 8th semester of P.E. but must comply with the total credit requirements. Early graduates must make their intentions known to their counselor by May 1 of their junior year (sixth semester) and Board of Education approval obtained at the May BOE meeting.

Dual Credit

Students enrolled in any of the courses listed below may have the opportunity earn both Monticello High School credit and college credit from the institution we partner with. These courses taught at MHS by MHS faculty who have been approved by the partner college. The content of these courses is identical to the sections taught on the college campus as are the requirements for enrollment in the course.

English 12 Advanced Composition	Parkland ENG 101 & 102
Speech Communication	EIU CMN 1310
Statistics	Parkland MAT 108
Calculus or AP Calculus	Parkland MAT 128
Applied Math	Parkland MAT 131
AP US History	Parkland HIST 104 & 105
Horticulture	Parkland AGB 104
Ag Business Management	Parkland AGB 135
Drafting with AutoCAD	Parkland CAD 124
Advanced Welding	Parkland WLD 111
Advanced Machining	Parkland MFT 110

In order for a MHS class to qualify for Parkland credit, the section must have a minimum of 75% of the students meeting the Parkland placement requirements. If too few students meet the placement requirements, Parkland credit will not be an option.

All students requesting the course will be required to take the Parkland assessment test. The initial testing will take place at MHS. Students who need to re-test will be required to go to Parkland for their re-test and are responsible for scheduling the additional test session. All students are highly encouraged to make use of the test prep resources at www.parkland.edu/assessment/resources.aspx prior to testing.

Students wishing to earn EIU credit must pay a reduced-rate tuition to EIU. There is no tuition payment required for the Parkland dual credit classes.

These courses will not have special dual credit designation on the MHS transcript. Students will be responsible for requesting transcripts from the college or university issuing that credit.

Parkland Early College and Career Academy

The Early College and Career Academy is a program developed by a partnership between the Education for Employment office, Parkland College and area high schools. The Early College and Career Academy allows high school juniors and seniors to earn credits that count toward high school diploma and college, all while gaining skills in five different Parkland College degree programs:

- Automotive Technology
- Computer Networking

- Certified Nursing Assistant
- Emergency Medical Services
- Criminal Justice.

All courses are held at Parkland College from 7:30- 9:30 am in sections comprised of high school students only. These classes will follow the Parkland calendar. Attendance will be required on days when MHS is not in session. Course requirements and prerequisites vary for each program. Interested students must complete an ECCA application and apply to Parkland. The fee for these programs is \$250, payable to Monticello CUSD #25. This fee will be refunded upon successful completion of the program.

These courses take the place of four MHS classes. *Careful planning must be done with your guidance counselor to ensure all MHS graduation credits will be met.*

More information is available at www.parkland.edu/ecca and in the Guidance Office.

Advanced Placement Courses & Exams

The AP® is a worldwide program sponsored by The College Board. AP® courses are demanding courses taught at a college-level. Monticello High School offers AP American History, AP Chemistry, AP Calculus AB, AP English Language and Composition.

MHS students enrolled in AP classes are strongly encouraged to take the AP exam in May. Students are responsible for indicating their intention to take the AP exam and pay the exam fee. Exams are ordered by the AP coordinator in mid-March. The non-refundable exam fees are due prior to exams being ordered.

Enrollment in an AP course is not required for taking an AP exam. Course descriptions and sample exams are available at www.apcentral.collegeboard.com. Students wishing to take exams for courses MHS does not offer must contact Mrs. Malone by March 1st to request an exam be ordered.

Students seeking college credit through their AP grades should note that each college determines the nature and extent of its policies for awarding advanced placement, credit, or both. Students can find information in a college's catalog or on its website, or by using the AP Credit Policy Search at www.collegeboard.com/ap/creditpolicy.

Illinois Virtual School Courses

Students may take an online class through Illinois Virtual School. These are reserved for the rare cases when a student cannot fit a semester-long, required course into his schedule. Students are responsible for paying the IVS tuition which must be paid to Monticello High School prior to the start of the course. Students must consult their guidance counselor prior to registering.

ENGLISH

<u>Title</u>	<u>Prerequisite</u>	<u>Credit</u>	<u>Grade Level</u>
English 9	None	1	9
English 10	English 9	1	10
English 11	English 10	1	11
Practical English	English 11 & Teacher approval	1	12
English 12	English 11	1	12
English 12 Adv Composition A & B	English 11 & Parkland placement	1	12
English 12 Online	English 11 & Teacher approval	1	12
AP English Language & Comp	English 11 & Teacher approval	1	12
Print Media	Approved application	1	9-12
Speech Communication	English 10	½	12
Vocational English 9/10	Teacher Placement	1	9 – 10
Life Skills English	Teacher Placement	1	9-12
Vocational English 11/12	Teacher Placement	1	11-12

English 9 is a year-long, writing-intensive course introduces freshmen to a variety of communication activities. Students will read at least one novel, one Homeric epic, and one Shakspearean play, and will write formally and informally in response to the readings. Students will learn and use new words from vocabulary study. The grammar units are designed to hone students’ writing skills: students will examine the functions of nouns and verbs within sentences. All students will learn how to build a solidly stated and supported body paragraph. In addition, students will cover a unit on study skills that will help them develop the necessary skills to achieve academic success.

English 10 is a year-long, writing-intensive course covers literature, vocabulary, and writing activities. Students will read novels, short stories, non-fiction, and drama and will examine the differences among the genres. Students will learn and use new words from their vocabulary study, and will hone their writing skills by reviewing grammar concepts. Writing instruction emphasizes proper development of introductory and concluding paragraphs, the basic 5-paragraph essay, and the research essay. Students must submit a research paper in order to receive credit for the semester.

English 11 is a year-long writing intensive course focuses on college preparatory writing skills. Students will write in a variety of formats with a focus on persuasive argument. Students will learn the importance of unity, cohesion, supporting materials, and transitions. In addition, this course examines selected American literature leading up to the 20th century. Works utilized demonstrate that many of our contemporary American values have their roots in Puritanical, revolutionary, Romantic, and realistic underpinnings that are the foundation of our American heritage. Speeches, essays, poetry, short stories and novels, as well as selected American artwork, will demonstrate these values.

English 12 is a year-long writing intensive course focuses on college preparatory writing skills. Students will write in a variety of formats with a focus on college preparatory writing (i.e. research writing, literary analyses, response essays, etc.). Students will learn the importance of unity, cohesion, supporting materials, and transitions as they analyze literature, study different schools of criticism, and write about different mediums, such as film, music, and television. Students will examine selected British literature through reading essays, poetry, plays, and novels. Students will write approximately 4 essays per semester, which range from 2-5 pages each.

English 12 Advanced Composition is a writing-intensive course that is the equivalent of Parkland College's ENG 101 (Composition I) and ENG 102 (Composition II). The first semester emphasizes critical and analytical thinking skills, introduces academic essay writing to students, and challenges students to critically analyze a variety of media texts (such as public space, media, music, advertisements, etc.). Essay writing emphasizes the writing process, purpose, audience awareness, focus, organization, development, clarity, and coherence. A minimum of 24 pages of formal writing is required, which equates to 5 formal essays, ranging from 4-6 pages each. A variety of informal writing activities and assignments are also required.

The second semester emphasizes the research process. Students will rhetorically analyze arguments; adopt, narrow, and support a thesis; develop effective research techniques; evaluate sources; and accurately document sources using MLA style. A minimum of 24 pages of formal writing is required, which equates to at least 3 formal essays, one of which is a 12-page research paper. Students will also learn to write annotated bibliographies and complete a variety of informal writing activities and assignments.

Students enrolled in this course have the option of earning dual credit through Parkland College. Dual credit students earn Parkland credit for ENG 101 (3 credits) for first semester and credit for ENG 102 (3 credits) for second semester. Students must pass the first semester with a C or higher to take the second semester for dual credit.

Advanced Placement Language and Composition offers qualified students the opportunity to pursue college-level writing skills while still in high school. This is a very rigorous course comparable to English courses in colleges and universities. Therefore most students will need to spend a significant amount of study time outside of the classroom. Students will be responsible for reading a variety of rhetorical contexts and writing for a variety of purposes to enable them to communicate effectively in their college courses across the curriculum and in professional lives; emphasizing the expository, analytical, and argumentative writing that forms the basis of academic and professional communication as well as the personal and reflective writing that fosters the developments of writing facility in any context; analyzing primary and secondary sources to synthesize materials into writing; writing essays through several stages and drafts with revisions to become more self-aware and flexible writers; researching to form varied, informed arguments and consider each source as a text written for a specific audience that they reflect and analyze.

Speech Communication is a semester-long course focuses on the fundamental principles of selecting, analyzing, evaluating, organizing, developing, and communicating information, evidence, and points of view orally. The course includes instruction in techniques of listening and informative, persuasive, and reactive speaking. Students will plan, develop, organize, deliver, and evaluate speeches while learning various skills that help them improve throughout the course. Students with a 3.0 cumulative GPA will have the option of earning 3 credits from Eastern Illinois University. Those students will be required to pay EIU tuition at a reduced rate.

Practical English is a year-long writing intensive course emphasizes the importance of written and spoken communication in the workplace as well as in life. Students receive instruction in applied communication: writing cover letters and resumes and how to interview correctly. Students will analyze newspapers, leases and contracts, and other practical documents. Throughout the year, students will research and present findings in such career areas as health care, marketing, technology, agriculture and home economics. THIS COURSE DOES NOT COUNT FOR ENGLISH CREDIT FOR NCAA OR MANY COLLEGES.

Print Media will provide hands-on experience to students interested in journalism as they assume the responsibilities for the writing/publishing of a monthly school newspaper and the annual school yearbook. Students will gain experience in various styles of writing (reporting, editorializing, etc.) and knowledge of each step involved in publication. Elective credit will be given the first year a student enrolls in Print Media. English credit is granted the second year a student enrolls. Students may only receive two credits for Print Media. THIS COURSE DOES NOT COUNT FOR ENGLISH CREDIT FOR MANY COLLEGES. IT SHOULD BE TAKEN AS AN ELECTIVE.

Life Skills English emphasizes using English skills in practical, everyday situations. Students will learn important interpersonal and communication skills including reading, writing, speaking and listening. They will learn how to find information, how information is organized, and how to use reference tools such as dictionaries, newspapers, phone books, internet, etc. This course is designed for students in Special Education.

Vocational English 9/10 is a basic English class that includes grammar, basic writing skills, and reading. Each quarter, one novel is read, studied and discussed at length during class. The novels target students who need remedial reading skills. There is a focus on vocabulary and word attack skills. The grammar and writing is designed to hone a student’s basic writing skills. Journal writing is done on a weekly basis. All skills are introduced on a 2-year rotating schedule. This course is designed for students in Special Education.

Vocational English is a continuation of Vocational English 9/10. It includes grammar, reading, more advanced writing skills, and Practical English. In addition to reading novels, the students will practice applied aspects of English such as filling out job applications, writing resumes and practicing job interviews. The students will also write at least one research-based paper. All skills are introduced on a 2-year rotating basis. This course is designed for students in Special Education.

MATHEMATICS

<u>Title</u>	<u>Prerequisite</u>	<u>Credit</u>	<u>Grade Level</u>
Algebra I	8 th grade Pre-Algebra	1	9
Algebra I – Double Block	8 th grade math	2*	9
Geometry	Algebra I or Algebra I Double Block	1	9-11
Geometry Foundations	Algebra I or Algebra I Double Block	1	9-12
Algebra 2	Geometry	1	10-12
Algebra 2 Foundations	Geometry or Geometry Foundations	1	11-12
Pre-Calculus	Algebra 2 or Algebra 2 Foundations	1	11-12
Pre-AP Pre-Calculus	Algebra 2	1	11-12
Calculus	Pre-Calculus	1	12
AP Calculus AB	Pre-AP Pre-Calculus	1	12
Pre-Statistics	Algebra 2	½	11-12
Statistics	Pre-Statistics	½	11-12
Applied Math	Algebra 1 or Alg I Double Block	1	12
Life Skills Math	Teacher placement	1	9-12
Vocational Math 9-10	Teacher placement	1	9-10
Life Skills Geometry	Teacher placement	1	9-12
Vocational Math 11-12	Teacher placement	1	11-12

Algebra 1 is the beginning in our most intensive mathematics sequence. Students are expected to have this course in their background. It is required for Geometry and Advanced Algebra. Covered topics include translation of word problems into mathematical statements and the solution of these statements, signed number operations, solving equations and inequalities, graphing, factoring, linear functions and their graphs, systems of equations, systems of inequalities, absolute value, and the real solutions of quadratic equations. Requirements - TI 83 Calculator.

Algebra 1 – Double Block covers the same content as Algebra I. Students electing this option will be enrolled in Algebra I for two periods, one meeting on an A day and the other meeting on a B day. This course is designed for students who need to build their basic Algebra skills in order to be more successful in future math courses in high school and college. Requirements - TI 83 Calculator.

* Students earn one math credit plus one elective credit for Double Block Algebra I .

Geometry is designed to teach the student to think logically and to analyze the properties that exist between geometric figures in the plane and in three-dimensional space. This course develops the relationships between the figures in the plane and in space with a logical development of ideas from undefined terms, definitions, assumptions, and theorems. Requirements - TI 83 Calculator, a compass, a protractor, and a straightedge.

Geometry Foundations is designed to teach the student to think logically and to analyze the properties that exist between geometric figures in the plane and in three-dimensional space. This course develops the relationships between the figures in the plane and in space with a logical development of ideas from undefined terms, definitions, assumptions, and theorems. Requirements - a TI 83 Calculator, a compass, a protractor, and a straightedge.

Algebra 2 is designed to satisfy college requirements for a second year of algebra and to bridge the gap between beginning algebra and college algebra. This course reviews extensively and expands the topics of beginning algebra. Covered topics include equations, inequalities, linear relations and functions, systems of equations and inequalities, polynomials, irrational and complex numbers, quadratic equations, quadratic functions and relations, determinants, rational equations, variations, exponential and logarithmic functions, trigonometric functions, matrices, permutations and combinations. Requirements – TI 83 Calculator.

Algebra 2 Foundations is designed to satisfy college requirements for a second year of algebra and to bridge the gap between beginning algebra and college algebra. This course reviews extensively and expands the topics of beginning algebra. Covered topics include equations, inequalities, linear relations and functions, systems of equations and inequalities, polynomials, irrational and complex numbers, quadratic equations, quadratic functions and relations, determinants, rational equations, variations, exponential and logarithmic functions, trigonometric functions, matrices, permutations and combinations. Requirements – TI 83 Calculator.

PreCalculus is designed to prepare students to be successful in Calculus at the high school or college level. Algebra and trigonometric concepts will be incorporated into one year long class. The algebra topics covered include algebraic expressions, equations, inequalities, relations, functions, exponential functions, logarithmic functions, polynomial functions, and rational functions. Along with these topics, the basic trigonometric functions and their applications will also be taught. In addition to

mastering the concepts listed, students will also continue to develop critical thinking and problem solving skills.

Pre-AP PreCalculus is designed to prepare students to be successful in AP Calculus at the high school. Algebra and trigonometric concepts will be incorporated into one year long class. The algebra topics covered include algebraic expressions, equations, inequalities, relations, functions, exponential functions, logarithmic functions, polynomial functions, and rational functions. Along with these topics, the basic trigonometric functions and their applications will also be taught. In addition to mastering the concepts listed, students will also continue to develop critical thinking and problem solving skills.

Calculus covers topics including elementary functions; limits, derivatives, and their applications; antiderivatives and their applications; the Fundamental Theorem of Calculus and techniques of integration; the definite integral and its applications. Special emphasis is given to exponential and logarithmic functions and their applications. Students enrolled in this course will may the option of earning dual credit through Parkland College.

Advanced Placement Calculus AB offers qualified students the opportunity to pursue a college-level study of calculus while still in high school. This is a very rigorous course comparable to calculus courses in colleges and universities. Therefore 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; the Fundamental Theorem of Calculus and techniques of integration; the definite integral and its applications. Special emphasis is given to exponential and logarithmic functions and their applications. It is expected that students who take this course will seek college credit, college placement, or both from institutions of higher learning.

One semester of college credit may be obtained by earning a sufficiently high score on the Advanced Placement Calculus AB examination administered each May. Taking the AP exam is highly recommended, but not required. Students are responsible for paying the exam fee.

Students enrolled in this course may have the option of earning dual credit through Parkland College.

Pre-Statistics will involve the study of mathematical reasoning and solving real-life problems using logic and set theory, mathematics of finance, probability, and statistics. This course is designed to optimize success for students intending to earn Parkland College credit for MAT 108, Introductory Statistics.

Statistics is designed for students with a wide variety of interests. Statistics involves collecting numerical information called data, analyzing it, and making meaningful decisions based upon the data. Probability and its applications to statistics will also be presented. This course is very practical to students in dealing with real-life applications. The use of a TI-83+ or TI -84+ calculator is required. Students enrolled in this course may have the option of earning dual credit through Parkland College. Performance on Parkland's math placement test determines eligibility to earn dual credit.

Applied Math is designed to strengthen the student's mathematical skills in placing emphasis on solving problems that are specifically related to careers in electronics, agriculture, transportation, auto mechanics, health occupations and the skilled trades. Topics covered in the course are the arithmetic operations with integers, decimals, fractions, percent, measurement calculations, scientific notation, calculator usage, equation solving, formulas, graphs, ratio and proportion, polynomial operations, algebraic techniques, perpendicular and parallel lines, similar figures, radians, two- and three-dimensional areas and perimeter,

three-dimensional surface area and volume, circles and sectors, nets, Pythagorean theorem, basic trigonometry and basic statistical concepts. Students enrolled in this course may have the option of earning dual credit through Parkland College. Performance on Parkland's math placement test determines eligibility to earn dual credit. REQUIREMENTS - A scientific calculator.

Life Skills Math emphasizes applying computational skills in practical, everyday situations. Students will work with whole numbers, as well as with fractions, decimals, and percentages. Skills taught include time, money, estimating, budgeting, using formulas, using charts, and problem-solving. All of these skills are taught in the context of real life situations. This course is designed for students in Special Education.

Vocational Math 9-10 is designed as a foundation for algebra, this course will build skills in the area of whole numbers, equations, variables, decimals and fractions, ratios, percents and proportions, geometry, integers, and the coordinate plane. REQUIREMENT - A calculator, 3-ring binder, package of 3-hole paper.

Vocational Math 11-12 provides the students with all the concepts and skills they need to succeed in an Algebra course. They will solve algebraic equations, introduce functions, solve linear equations, solve inequalities, analyze data, exponents, quadratic functions, polynomials and probability. REQUIREMENT - A calculator, 3-ring binder, package of 3-hole paper.

Life Skills Geometry emphasizes applying geometry to practical, everyday situations. Students will work with whole numbers, as well as with fractions, percentages, and decimals. Skills taught include measurement, geometric figures, and how and why to compute area, perimeter, and volume. This course is designed for students in Special Education.

SCIENCES

<u>Title</u>	<u>Prerequisite</u>	<u>Credit</u>	<u>Grade Level</u>
Earth Science	None	1	9
Physical Science	Teacher placement	1	9-10
Biology	None	1	9-11
Chemistry	Geometry or concurrent enrollment	1	10-12
Pre-AP Chemistry	Chemistry	1	10-12
AP Chemistry	Pre-AP Chem & teacher approval	1	11-12
Human Anatomy	Chemistry or concurrent enrollment	1	11-12
Principles of Engineering	Chemistry or concurrent enrollment	1	11-12
Physics	Algebra 2 & Chemistry	1	12
Life Skills Earth Science	Teacher placement	1	9-12

Earth Science is the beginning science course for most freshmen. This course is about the processes and events that shape the planet on which we live. The course will present scientific topics, provide opportunities for high school laboratory work, and explore relationships between changes on the physical earth and changes in society. Topics covered include astronomy, topography, plate tectonics, minerals, rocks, the rock record, and natural resources.

Physical Science is an introductory level science class in the areas of chemistry and physics. The topics covered will include properties of matter, physical and chemical changes, chemical reactions, motion, forces, energy, and heat. Mathematics is required. Laboratory work is an essential part of this course.

Life Skills Earth Science emphasizes applying what we know about the earth to practical, everyday situations. Topics include the structure of the earth, plate tectonics, rocks and minerals, the solar system, climate, weathering and soil erosion, the oceans, and the human impact on the environment. Activities, lab work and charting information are essential components of this course. This course is designed for students in Special Education.

Biology is the study of living things. Major topics included in this course are microscopy, cellular structure and function, tree identification and leaf collection project, evolution and classification of living things, protists, both invertebrate and vertebrate animals, including dissections, and genetics and heredity. Laboratory work constitutes an important part of this course.

Chemistry is the study of matter, its structure and behavior. Topics will include the structure of the atom, the periodic table, electron arrangement and bonding, compound formation, classification of matter, writing chemical formulas and equations, stoichiometric calculations, states of matter, acids and bases, and solution chemistry. Laboratory work is an essential part of the course. Written laboratory reports are required. REQUIREMENTS - Scientific Calculator.

Pre-AP Chemistry covers the same topics as Chemistry but is be more in depth and carries a stronger emphasis on math capabilities. Some topics include atomic structure, atomic bonding, matter and energy relationships, and chemical reactions. Concepts are expanded upon through laboratory work. Scientific calculator required.

Advanced Placement Chemistry will continue the study of chemistry in greater scope and depth. The course aims to better prepare students for science-related careers and to meet the needs of students interested in further study of the natural sciences. Written lab reports are required. Mathematical skills are essential, as much of chemistry involves numbers and calculations. This course covers college-level material and taking the AP test at the end of the course is encouraged.

Human Anatomy aims to fulfill the interests of students desiring a detailed study of the anatomical and physiological principles of the human body. Systems of the human body covered by this course include skeletal, muscular, integumentary, nervous, sensory, digestive, urinary, respiratory and cardiovascular. Dissection of the fetal pig and other organs for the purposes of comparative anatomy will accompany the course.

Principles of Engineering is a survey course that exposes students to some of the major concepts that they will encounter in a postsecondary engineering course of study. Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation.

Physics is a science course focusing on matter, energy, and the relationships between the two concepts. Students will learn to describe and predict events in the physical world. Students will perform laboratory experiments, solve problems, and apply the basic ideas of physics to everyday events. Topics will

include wave motion, sound phenomena, optics, radial acceleration, work and energy, electrostatics, electric circuits, magnetic fields, radioactivity, and topics in modern physics.

Life Skills Earth Science emphasizes applying what we know about the earth to practical, everyday situations. Topics include the structure of the earth, plate tectonics, rocks and minerals, the solar system, climate, weathering and soil erosion, the oceans, and the human impact on the environment. Activities, lab work and charting information are essential components of this course. This course is designed for students in Special Education.

SOCIAL SCIENCES

<u>Title</u>	<u>Prerequisite</u>	<u>Credit</u>	<u>Grade Level</u>
World Geography I	None	½	9
World Geography II	None	½	9-12
World History I	None	½	9-12
World History II	None	½	9-12
American History	None	1	10
American Government	None	½	10-12
Contemporary American History	American History	½	11-12
Pre-AP Contemp Am History	3.0 or better GPA & teacher approval	½	10-11
AP American History	Pre-AP Contemp Am History	1	11-12
Sociology	None	½	11-12
Psychology	None	½	11-12
Economics	None	½	11-12
Current Events	None	½	12
Vocational World Geography I	Teacher placement	½	9
Vocational World Geography II	Teacher placement	½	9-12
Vocational American History	Teacher approval	1	10
Vocational American Government	Teacher placement	½	9-12
Life Skills American Government	Teacher placement	½	9-12
Vocational Contemp Am Hist	Teacher placement	½	11

World Geography I is a one-semester course and is a requirement for graduation. Emphasis is on the Western Hemisphere. This geographical region is discussed and analyzed from a physical/climate, political, economic, and demographic perspective. Specific focus and attention is on the United States and its Midwest region.

World Geography II is an extension of Geography I. It is a cultural approach and is designed to look at the following major world regions: Western and Eastern Europe, Northern Eurasia/Asia, North and South Africa, South and East Asia, and the Pacific World. These regions are investigated from four different and independent perspectives: the place, economy people and the history. The course is an elective and is open to all students.

World History I & II help students learn why the people of the world practice the cultures they do, thus enhancing positive world relations. Man and his culture is discussed and analyzed by tracing them through the five major time periods: prehistoric, ancient world, middle ages, renaissance and modern times. Special emphasis is placed on Greco-Roman culture and the formation of modern nations. World

History I and World History II are two separate semester-long courses that may be taken independent of each other.

American History, a course required for graduation, is a chronological study of the political, economical, and social forces, which have shaped the evolution of the democratic way of life for the people of the United States. The first semester reviews the early European exploration and settlement in the United States to the Reconstruction Era. The second semester is an investigative study of Americana from Reconstruction through World War II. Incorporated and integral to both semesters are activities that enhance the development of cognitive thinking skills, as well as "conceptual knowledge".

American Government is a required semester course. It is designed to acquaint the student with the foundations of American Government; the Constitution and the corresponding impact on current government policies and politics; the organization of federal, state, and local governments; and the multifaceted roles people have in politics. This class is required for graduation. In addition, every student must pass a test on these constitutions.

Contemporary American History a required course for graduation. It is a combination of American History, since World War II, and current topics of concern and interest in today's society. Economic, social, and political forces have and will continue to have a great impact on American way of life. Contemporary American History provides the student an opportunity to examine these forces and how they have contributed to the issues and problems that confront Americans today.

Pre-Advanced Placement (Pre-AP) Contemporary Am. History may be taken instead of the required contemporary American history. It is intended as a precursor to Advanced Placement United States History (APUSH), which is typically taken during the junior year. This course examines United States history from the post World War II era to the present. It differs from the regular contemporary American history class offered in that there is more emphasis placed on writing historical essays and examining current historiography. As with APUSH, the program prepares students for the intermediate and advanced college course by making demands upon them equivalent to those made by full-year introductory college course. Students who take this course are strongly encouraged to take the AP U.S. history test at the end of their junior years.

AP American History is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and material in U.S. history. The program prepares students for intermediate and advanced college course by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical material—their relevance to a given interpretive problem, reliability and importance—and to weigh the evidence and interpretations presented in historical scholarship. Students who take this course are strongly encouraged to take the AP history test which is given near the end of the second semester.

Sociology is concerned with the study of the human social behavior. This course deals with mature, adult topics. Topics of study include: nature of culture; norms and values; roles and relationships, social institutions with specific emphasis on the family; socialization through the life span, problems of social mobility; the meaning of community and social change; and selected social problems.

Psychology is the study of human behavior. This class is geared to introducing students to the major themes of Psychology. Research and theory are stressed in lecture, outside readings, text work, and classroom activities; relevance to every day life is emphasized. Students will study topics that include

sleep and dreams, the brain, emotions, motivation, personality development, stress, learning theories, and psychological disorders. This course deals with mature, adult topics.

Current Events will examine current topics of interest and concern to society today. Students will be required to analyze and synthesize information obtained through the media and other sources. Topics are chosen based on student needs and interests and will include local, national and international issues (i.e. health care, crime, the environment, AIDS, etc.) A research paper and oral presentation are minimum requirements of the course.

Economics is designed to develop understanding of the American economy to help the students fulfill their responsibilities as a citizen and consumer. Study is divided into micro and macroeconomics with emphasis on Keynesian and supply side economics. A research paper is a minimum requirement to demonstrate a student's application of learned principles to given economic situation. The course is primarily directed to college-bound students.

Vocational World Geography I is a required one-semester course. The Western Hemisphere is covered. The location, physical features, climates, cultures, economic and environmental aspects of this geographical region are studied. The United States is the main focus of this course. There is an emphasis placed on how the student can practically apply the information to their lives. This course is designed for students in Special Education.

Vocational World Geography II is a continuation of Vocational World Geography I. It fulfills the ½ credit Social Studies elective that is required. It is designed to study the following regions: Western and Eastern Europe, Eurasia/Asia, Africa, and the Pacific World. The location, physical features, climates, cultures, economic and environmental aspects of these regions are studied. There is an emphasis on comparing and contrasting these regions with the United States. This course is designed for students in Special Education.

Vocational American History is a required course for graduation. It is a chronological study of the political, economical and social events that shaped the history of the United States of America. It begins with the early explorers, settlers and Native Americans and ends with World War II. Emphasis is placed on functional activities, research, and some field trips are incorporated. This course is designed for student in Special Education.

Vocational American Government is a required one-semester course. It is designed to acquaint students with the foundation of American Government, the Constitution and the organization of federal, state and local governments. An emphasis is placed on how the student as a citizen can contribute to the democratic process. At the end of the semester, each student is required to pass a test covering the Constitution. This course is designed for students in Special Education.

Life Skills American Government emphasizes students becoming informed and involved citizens. Students will learn about federal, state, and local government. Emphasis is placed on how these forms of government relate to their lives, such as voting, knowing their rights, taxes, etc. This course is designed for students in Special Education.

Vocational Contemporary American History is a required course for graduation. It is a combination of American History since World War II and current topics and events. The focus is on the United State's role in the world, challenges facing our country, and a look at the 21st century. Emphasis is

placed on the student's roles and responsibilities in today's society. This course is designed for student in Special Education.

LANGUAGES

<u>Title</u>	<u>Prerequisite</u>	<u>Credit</u>	<u>Grade Level</u>
French 9	None	1	9-12
Spanish 9	None	1	9-12
French 10	French 9	1	10-12
Spanish 10	Spanish 9	1	10-12
French 11	French 10	1	11-12
Spanish 11	Spanish 10	1	11-12
French 12	French 11	1	12
Spanish 12	Spanish 11	1	12

French 9: The first year course presents the French language to students within the context of the contemporary French-speaking world and its culture. The basic objectives are to help each student attain proficiency in the skills of listening, speaking, reading, and writing within a minimum period of time. Students will learn vocabulary and basic grammar constructions of the French language. Grades are determined by oral work, written homework, quizzes and chapter tests.

French 10: Second year students continue to develop proficiency in listening, speaking, reading, and writing the French language. A continuation of vocabulary and culture of the French-speaking world and more advanced grammar constructions are studied. Grades are determined by oral work, written homework, quizzes, and chapter tests.

French 11: During the third year course in French, the student increases his/her ability to use French for communication. The student builds the ease and confidence with which he/she uses French for self-expression. The student does more oral and written work, as well as a continuation of the study of grammar constructions. Verb tenses are emphasized. He/she also reads short stories and articles concerning the French-speaking world. Grades are determined by oral work, written homework, quizzes, and tests.

French 12: In the fourth year course in French, the student does a rapid review of grammar constructions. Emphasis is placed on oral and written work in French for self-expression. The student is asked occasionally to express himself/herself orally in the form of a short presentation to the class in French. The student also writes compositions in French. Selected novels in French literature are read by the student and discussed in class in French. Grades are determined by both oral and written work and tests.

Spanish 9: The first year course provides an introduction to the language and culture of the Spanish-speaking world with the basic objective of helping the student to attain an acceptable degree of proficiency in the four skills of listening, speaking, reading, and writing. The focus will be on acquiring vocabulary and basic grammar structures for communication with a variety of learning materials. Grades will be determined by oral work, written homework, chapter quizzes, unit tests and cultural projects. Much of the instruction will be done in Spanish.

Spanish 10: The second-year course continues to provide activities to improve skills in the four areas of listening, speaking, reading, and writing. Grammar and vocabulary from the first year are reviewed and expanded upon. Study of the Hispanic culture and communication continue to be important elements. Grades will be determined by oral work, written homework, chapter quizzes, unit tests and cultural projects. Much of the instruction will be done in Spanish.

Spanish 11: The third year course continues with the presentation of grammar structures. Activities emphasize oral communication and linguistic skills. Students begin to participate in more challenging conversation, learn to be more creative with the language and communicate successfully in basic survival situations. Short stories are a regular part of the course as well as keeping a journal to improve writing skills. Grades are determined by oral work, written homework, quizzes, unit exams and cultural projects. Nearly all of the instruction is done in Spanish. Personal Spanish-English dictionaries are required at this level.

Spanish 12: The fourth year course completes the presentation of grammar structures. Activities continue to emphasize communication in all four skills of speaking, listening, reading, and writing. Students write in weekly journals and read adapted novels of great Hispanic literature. Thematic units on art, customs, geography and culture are used to broaden student’s knowledge of the Hispanic world. Grades are determined by oral work, written homework, quizzes, unit exams, and cultural projects. Nearly all of the instruction is done in Spanish. Personal Spanish-English dictionaries are required at this level.

BUSINESS

<u>Title</u>	<u>Prerequisite</u>	<u>Credit</u>	<u>Grade Level</u>
Computer Concepts	None	½	9
Orientation to Business	None	½	9-12
Sales/Entrepreneurship	Orientation to Business	½	10-12
Retail Merchandising	Orientation to Business	½	10-12
Business Law	Orientation to Business	½	11-12
Accounting	None	1	11-12
Consumer Education	None	½	11-12
Web Design	None	½	11-12
Computer Programming	None	½	11-12

Computer Concepts is required for graduation at MHS. Students will be introduced to computer operation, cloud computing and software utilizations. Students will learn terminology, Google applications including Google Search Engine, Google Docs, Google Sheets and Google Presentation, Microsoft Office, basic web page building, cyberspace files organization, and appropriate use of social media. In addition, students will participate in a blended online learning experience. Career advising/exploration will also be addressed through the utilization of the Career Cruising website. The following resources will be used throughout the course: Google Applications, Microsoft Office text and Microsoft Data Files, Supplemental Microsoft Office projects, Codecademy website, Career Cruising Website, You Tube and other media outlets with programs on current technology issues.

Orientation to Business The object of the course is to give the student orientation needed to develop an understanding of the nature and functions of basic business. Included within this orientation is information consisting of the following areas: money management, interest, recordkeeping, filing, computers, business vocabulary, and a wide variety of occupational opportunities in the business field.

Sales/Entrepreneurship is designed to explore the areas that are a growing segment of the business world. The sales part of the course will acquaint the students with feature/benefit selling techniques and also focus on career opportunities in the field. The entrepreneurship portion of the semester focuses on the analyzing, choosing, organizing, financing and marketing of a new business. Legal considerations of opening a business are also addressed.

Retail Merchandising is designed to explore the dynamic field of retailing. The focus is on management of large and small operations, inventory control, human resource management, merchandise planning, as well as promotion and other topics. Accompanying materials allow students to simulate nine different retail areas.

Business Law 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.

Accounting I is a skill-level course that is of value to all students pursuing a strong background in business, marketing, and management. Instruction includes information on keeping financial records, summarizing them for convenient interpretation, and analyzing them to provide assistance to management for decision-making. Processing employee benefits may also be included. Accounting computer applications will be integrated throughout the course where applicable.

Consumer Education is centered on four areas of concern to all individuals: economic understanding, decision-making, financial management and resource management. This class is required for graduation.

Web Design will focus on the topics of HTML, including creating and HTML document; viewing an HTML file in a Web browser; working with tag text elements; inserting special characters, lines, and graphics; creating hypertext links; working with color and images; creating text and graphical tables; using tables to enhance page design; creating and working with frames; and controlling the behavior of hyperlinks on a page with frames. This course will also include the use of Microsoft Front Page to create web sites and include navigation structure, tables, photo galleries, and animated text.

Computer Programming will begin with an introduction to computer programming in Visual Basic. Topics include the structure of the language, control structures, functions, data types, Object Oriented Programs, Data Files, Sub Procedures, Accessing databases, and creation of multiple forms, radio buttons, check boxes, drop down list, scroll bars, list boxes, and combo boxes. This course will also include an introduction to computer programming in Java. Included are features needed to construct Java Applets, Java Applications, control structures, methods, arrays, character and string manipulation, graphics, and object-oriented programming.

INDUSTRIAL TECHNOLOGY

<u>Title</u>	<u>Prerequisite</u>	<u>Credit</u>	<u>Grade Level</u>
Industrial Technology Orientation	None	1	9-10
Draw/Wood Production	Ind Tech Orientation	1	10-12
Drafting w/Auto CAD	Ind Tech Orientation	1	11-12
Design Metals	Ind Tech Orientation	1	10-12
Welding/Machine Production	Design Metals	1	11-12
Advanced Welding Production	Weld/Mach Prod or concurrent enroll	1	11-12
Advanced Machine Production	Weld/Machine Production	1	11-12
Architectural Drafting	Ind Tech Orientation	1	10-12
Cabinetmaking I	Draw/Wood Production	1	11-12
Cabinetmaking II	Cabinetmaking I	1	12

Industrial Technology Orientation is a series of units in Manufacturing Technology and Communication Technology. Each unit will cover the resources technical processes, industrial applications and related careers.

Sub-unit: (one semester) Manufacturing Technology - The study and exploration of materials and processes, tools and equipment, safety and operation as they relate to the metalworking and woodworking area.

Sub-unit: (one semester) Communication Technology - The study and exploration of communication through mechanical drafting and design by means of drafting instruments and computers.

Draw/Wood Production is designed to foster an awareness and understanding of manufacturing technology used in the various wood industries. Through a variety of learning activities students are exposed to many career opportunities in the production field. Experiences will include an emphasis on safety in the use of tools, materials, and processes that are found in the production field. Students would also be exposed to applications of computers, production planning, management, mass production, and the proper use of industrial-related equipment. Career opportunities will be explored in order that students are aware of related vocational occupations.

Drafting with AutoCAD designed to teach students the fundamentals of drafting using the AutoCAD computer software program as an instructional medium. The course will include lectures, demonstrations, and lab sessions related to technical, mechanical and architectural drawing. A strong emphasis will be to learn and apply all of the commands and functions of the AutoCAD program through many different drafting assignments. Students enrolled in this course will have the option of earning dual credit through Parkland College.

Design Metals In this course, theory and hands-on experiences provide opportunities for students to develop basic knowledge and skills in agricultural mechanics. Instructional areas include the basic fundamentals of maintaining and repairing small gasoline engines, basic electricity, welding, construction, cold metal work and operating agricultural equipment safely. Improving workplace and computer skills will be a focus.

Welding/Machine Production is designed to provide the student with the basic knowledge and skills in the safe setup and operation of the following welding operations: oxyacetylene, electric arc, and the Mig. Welds will be made on various types of joints, and in various positions. Cutting techniques will also be emphasized. The student will gain experience in the safe operation of the following machines: drill press, mill, shaper, engine lathe, bandsaw, and grinders. Experiences in precision layout and

measurement using the surface plate, dial indicators, inside and outside micrometers, and surface gauge will be provided.

Advanced Welding Production extends the experiences in the field of welding, and the instruction qualifies the student for many occupations within the field of welding. Extensive training is given in TIG and MIG welding, manual and automatic cutting machines, and in low temperature soldering and brazing techniques. Students will be taught industrial fabrication techniques, as well as the heating effects on metal, and the effects of stressing, expansion and contraction in certain metals. Students enrolled in this course will have the option of earning dual credit through Parkland College.

Advanced Machine Production will provide the student with the current knowledge and skills necessary to meet the needs of today's ever changing industrial technological industries. The students will receive extensive training in the set-ups and operations of various machines, such as: drill press, shaper, mill, lathes, and grinders. Industrial practiced measuring and inspection techniques will be applied along with special emphasis upon fabricating fixtures, and the use of special clamping and hold down techniques. The student will be orientated in the use of numerical control (NC) and computer numerical control (CNC) theory. Students enrolled in this course will have the option of earning dual credit through Parkland College.

Architectural Drafting provides training in basic architectural drafting techniques, and the individual components of residential construction and design. Areas covered are: basic layout, use of space, footings and foundations, wall sections, insulation, framing, stairs, fireplaces, doors and windows, architectural styles, efficient room design, site plans, elevations, schedules, electrical plans, and heating and air conditioning which culminates in a complete set or sets of working drawings for various home styles. Students are also instructed in the proper office procedures and techniques used in architectural firms. The draft person works from individual instruction sheets, and are provided individual help as needed. An exposure to the basic concept of Auto-Cad is also provided. Career opportunities will be explored in order for students to be aware of related vocational occupations.

Cabinetmaking I is designed to provide the student with the knowledge and skills as related to the production of kitchen cabinets and furniture. It will provide the student with experiences in the following production areas: layout and squaring of stock, cutting stock, cutting joints, assembling parts, fabrication methods, and finishing procedures. Also, emphasized are: planning, estimating, and ordering of materials, construction methods and safety procedure in all areas of production. Areas of future employment within the cabinetmaking and furniture production industries will be explored.

Cabinetmaking II is an extension of the woodworking techniques taught in CAB I. However, the focus will be on the use of woodworking tools and equipment to design and create advanced cabinetry projects and furniture. This course will provide the students with experience in the following production areas: project planning/design, wood joinery, project fabrication, and finishing methods. The student will also sketch out, design, and draw his/her advanced projects using the drafting board or AutoCAD program. Advanced projects will then be entered into the annual project fair at Eastern Illinois University in April.

FAMILY AND CONSUMER SCIENCE

<u>Title</u>	<u>Prerequisite</u>	<u>Credit</u>	<u>Grade Level</u>
Family & Consumer Sci Orientation	None	½	9-10
Foods	Family & Consumer Sci Orientation	½	9-10
Parenting	None	½	10-12
Child Growth & Development	Parenting	½	10-12
Living Environments	None	1	11-12
Adult Living	None	1	11-12

Family & Consumer Science Orientation is a one-semester survey course designed for freshman and sophomore students. This introductory course helps students select an interest in and develop basic skill for further Family and Consumer Science classes. Included in this orientation class is the study of family dynamics, social interaction skills, garment construction and basic food preparation study and practice. Career opportunities are explored in each of these fields.

Foods provides learning experiences in food science and safety which allow students to apply scientific knowledge and processes to practices used in the development and preservation of food products. Issues of food science and safety are examined from a scientific and technological perspective. Students critically analyze information to evaluate and draw conclusions on the appropriate use of technology to implement food science and safety practices. Units of instruction include: principles of food preservation, food processing, biochemistry of foods, and food selection and consumer health. Careers to be examined include meat inspector, quality control technician, food processor, and sanitation supervisor. Students will use scientific and technological information about food science and safety as part of developing career plans and personal viewpoints on societal issues concerning the development and preservation of food products.

Child Growth and Development consists of a detailed study of the child from toddler to age 12. The course is designed to study the chronological development of the child through coursework, projects, and a real-life situation. Students will also plan and organize activities for an on-site nursery school program. During that time, students will observe the development of children in their physical, social, emotional, and physical growth. Students will have the opportunity to acquire skills to aid the nursery school children's learning. Through this they will develop knowledge and experience for personal and occupational skills related to childcare.

Parenting: The central theme of this course is the responsibilities of parenthood and various ways of meeting the needs of children and their parents. Through course work, field trips and guest speakers, students will have experiences to aid them in developing a knowledge and understanding of the principles of human growth and development and the roles, responsibilities and importance of parenting. Students will be made aware of special family situations and the social service agencies available to aid the family problems that require additional attention.

Living Environments provides basic knowledge and skills needed to select, acquire, maintain and manage living environments that meet the needs of the occupants. The selection of housing and furnishings are related to factors such as social-economic conditions, individual tastes, psychological effects, aesthetic values, safety, sanitation and energy conservation. The course content includes the following study areas: locating and managing housing using goal-setting and decision-making skills; evaluating living space to meet basic needs; creating and maintaining living environments. Emphasis is placed on the application of basic management principles in relation to the environment.

Adult Living is designed to assist individuals and families in achieving life satisfaction through responsible participation as adults in the home, community and workplace. Emphasis is placed on the development of prevention strategies, which will assist individuals in responding to situations in terms of their identified values and goals. The course helps students identify resources that will assist them in managing life situations.

AGRICULTURE

<u>Title</u>	<u>Prerequisite</u>	<u>Credit</u>	<u>Grade Level</u>
Intro to Agricultural Industry	None	1	9-10
Agricultural Science	None	1	10-12
Agribusiness Management	Intro to Ag Industry	1	11-12
Horticultural Science	Intro to Ag Ind or Ag Science	1	11-12
Biological Science Appl in Ag	Biology	1	11-12
Conservation Management	Intro to Ag Ind or Ag Science	1	11-12

Introduction to Agricultural Industry provides an opportunity for students to learn how the agricultural industry is organized; its major components; the economic influence of agriculture at state, national and international levels; and the scope and types of job opportunities in the agricultural field. Both agribusiness and production applications are presented. Basic concepts in animal science, plant science, soil science, horticulture, agricultural resources, agribusiness management and agricultural mechanics are included. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration and reinforcement of academic concepts.

Agricultural Science builds on the basic skills and knowledge gained from the introductory course. Major units of instruction include Agriculture issues and technology, advanced plant and soil science, advanced animal science, and meat science. Applied math/science skills are stressed throughout the course. Microcomputer applications are utilized as they relate to each instructional unit. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration and reinforcement of academic concepts.

Agribusiness Management is a capstone course designed to develop student skills in the areas of advanced agricultural business procedures, establishment of agricultural businesses, managing the agribusiness, financing the agribusiness, marketing and advertising, sales techniques and strategies. Product knowledge is stressed as it is related to the regional agricultural economic base. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration and reinforcement of academic concepts.

Horticultural Science is designed to develop knowledge and skills in the following areas: using soil and other plant growing media; identifying horticultural plants; propagating horticultural plants; basics of growing horticultural plants in greenhouse and nursery settings; constructing, maintaining and using plant-growing structures; operating, repairing and maintaining equipment used in the horticultural field. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration and

reinforcement of academic concepts. Students enrolled in this course may have the option of earning dual credit through Parkland College. A pre-assessment is required for the dual credit option.

Biological Science Applications in Agriculture (BSAA) is a course designed to reinforce and extend students' understanding of plant and animal science by associating basic scientific principles and concepts with relevant applications in agriculture. Students will examine major phases of plant growth and animal agriculture. In BSAA students will apply their knowledge of biology to management decisions and practices in agriculture. Through the use of numerous laboratory exercises and experiments this course will deepen students' understanding of science as content and as a process. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration and reinforcement of academic concepts.

Conservation Management develops management and conservation skills in understanding the connection between agriculture and natural resources. Student knowledge and skills are developed in: understanding natural resources and its importance; fish, wildlife, and forestry management and conservation; and exploring outdoor recreational enterprises. Hunting and fishing as a sport, growing and managing tree forests, and outdoor safety education will be featured. Career exploration will be discussed including: park ranger, game warden, campground manager, forester, conservation officer, wildlife manager and related occupations. Improving computer and workplace skills will be a focus. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects in an integral course component for leadership development, career exploration and reinforcement of academic concepts.

ART

<u>Title</u>	<u>Prerequisite</u>	<u>Credit</u>	<u>Grade Level</u>
Art 9	None	1	9-12
Art 10	Art 9	1	10-12
Art 11	Art 10	1	11-12
Art 12	Art 11	1	12
Crafts	None	1	11-12

Art 9 is open to all students in high school. It is a very general art course that covers the basic elements of design. The course includes the following media: drawing, temperal painting, watercolor, printmaking, and clay. Art history and art appreciation activities are included in the curriculum.

Art 10: General drawing is again included, as well as repetition in the use of basic art media used the first year. Pen and ink, scratchboard, acrylic, and sculpture are added to the syllabus. Art history and art appreciation activities are included with each unit. Weekly sketchbook assignments are required.

Art 11: Advanced drawing and painting is conducted with more open-ended assignments. Media that is introduced this year includes charcoal, colored pencils, advanced printmaking, and photography. Sculpture in clay is emphasized. Art students will learn how to verbally critique and analyze artwork. Most students are thinking of vocational art and continue on to Art 12. Weekly sketchbook assignments are required.

Art 12: A desire to study art as a vocational goal is recommended for Art 12. Students that intend to further their art training in an advanced institution will find Art 12 very helpful, as it encourages independent study in art and increases skills and techniques. In addition to all the media used previously, new concepts in design and painting are introduced. Weekly sketchbook assignments and written work are required.

Crafts is limited to Juniors and Seniors. Priority is given to Seniors who have taken a previous art course. Objects are: (1) to provide a basis for life-long leisure or hobby activities that will make adult life more meaningful and interesting; (2) to show the importance of the relationship between good craftsmanship and good design and (3) to provide for growth in craftsmanship and in aesthetic awareness. Open-ended projects include working the area of textiles, leather, sculpture, ceramics, jewelry and others, as determined by student needs.

MUSIC

<u>Title</u>	<u>Prerequisite</u>	<u>Credit</u>	<u>Grade Level</u>
Band	Previous participation in band or conference with band instructor	1	9-12
Band Auxiliary	Audition	½	9-12
Concert Choir	None	1	9-12
Chamber Choir	Audition	1	9-12
Music History	None	½	11-12
Music Theory	None	½	11-12

Band The Monticello High School band is a year-long class. This class is a performance-based class and has many performance opportunities throughout the year. All band members will participate in the **Marching Band** which will be the curriculum for the course from August-October. During this time, the band will participate in marching competitions and play for all of the home football games. The band will also begin concert band during first semester as soon as the marching band season is completed. The band will perform a Winter Concert, Veteran's Day Parade, Pep band games and the Christmas Parade.

In the second semester, the band will be divided into two bands. **Symphonic Band** will be a smaller more advanced ensemble. Musicians will be selected for this ensemble based on their playing tests from the previous year. Incoming freshman are permitted to be in this ensemble if they pass a playing audition. **Concert Band** will be for the majority of the band members.

Both Symphonic Band and Concert Band will perform at the pep band games, school concerts and IHSA events. Both bands will perform a variety of literature that will expose them to many different styles and genres of music. Through this literature the students will gain more knowledge of music theory and music history as well as increase their playing abilities on their instrument.

The band program is open to all students and meets for one period. Jazz Band students are selected by audition or invitation. All bands are scheduled for several public performances and IHSA contests throughout the school year and participation is mandatory. District and IHSA academic eligibility requirements apply to participation in Marching Band. Participation in Solo and Ensemble Contest and Organization Contest are required. Students electing band must complete the full academic year.

Band Auxiliary Band Auxiliary students not participating in the Concert band will receive 1/2 credit per semester of participation. Members of the rifle and flag squads are chosen by tryouts in January.

Concert Choir will perform a variety of genres and address basic vocal technique. Students will develop independent choral skills and sight-read daily using solfege. Basic music theory, history, and terminology will be introduced. Students will generally perform literature in three to four part harmonies. The development of a mature, healthy vocal tone will be developed through the learning and use of proper vocal technique. Attendance at all concerts is mandatory and graded. Students will be graded concerts, written work, final exam, and daily participation/effort. All freshmen must participate in Concert Choir before auditioning for Chamber Choir.

Requirements: None

Chamber Choir will include both the study of a variety of music genres (categories) with attention to aspects of music theory and history, focus upon the development of correct and healthy individual vocal skills, and the development of independent choral skills, including sight-reading. Students will sight read and perform in quartets as part of their final exam. The development of correct and healthy individual vocal skills will include developing a beautiful, healthy vocal tone, correct breathing techniques, and concepts of diction.

Students are encouraged to take private voice lessons, sing the National Anthem at various events, and audition for IMEA All-State and District Festivals. Attendance at all concerts is mandatory and graded. Students will also be graded on their written work, daily performance and participation, and written work. Ideal enrollment is approximately 40 students.

Requirements: Auditioned the previous spring

Music History is an elective course for juniors and seniors. Students enrolled in band or chorus will have priority but other students with an interest in classical music history may sign up for this course. This course is designed to offer an intensive study of music. The class will focus mainly on the history of classical music but other genres of music (jazz, opera, musical theater) will be discussed as well. The course will start at the beginning of notated music (Ancient Greece and Rome). It will include the following eras, as well: medieval, 13th, 14th and 15th century, Renaissance, Baroque, Classical, Romantic, Twentieth Century Europe and the United States. This course and Music Theory are offered on opposite years of a two-year rotation.

Music Theory is an elective one-semester course for Juniors and Seniors. Students not enrolled in Band or Chorus, but taking private music lessons (i.e., piano, voice, string), may enroll through consent of the instructor. This course is designed to offer a more intensive study of the basic fundamentals of music theory and harmony with considerable daily practice devoted to ear training and writing. Theory, harmony and ear training are some of the specific areas to be studied. This course and History of Western Music are offered on opposite years of a two-year rotation

HEALTH & PHYSICAL EDUCATION

<u>Title</u>	<u>Prerequisite</u>	<u>Credit</u>	<u>Grade Level</u>
Health	None	½	11-12
PE	None	1	9-12
Conditioning & Fitness	None	1	9-12
Zero Hour Conditioning & Fitness	None	1	9-12

Health is a state-required course to be offered on a semester basis. The semester health requirement is usually presented during the Freshman/Sophomore year. Units taught during this time include, but are not limited to: Personal Health and Fitness, Mental Health and Stress Management, Nutrition, Drugs in our Society (beneficial - dangerous), Family and Social Health, Safety and Emergency Care, Communicable and Non-Communicable diseases.

Physical Education is required for all students. Students are excused from active P.E. only at the request of a physician. Up to two days excused by parent may be permitted; any longer time, by office approval only. The required dress for P.E. is gold tee shirt and purple shorts. All other shirts and shorts will be considered inappropriate wear and be treated as a non-dress. Coeducational activities are included in the P.E. program including various team sports and lifetime or carry over sports.

Conditioning and Fitness is designed to improve total conditioning through weight training, running, aerobics, stretching and agility drills. It will help to acquaint the student with the weight training facilities available to them. Students will learn the major muscle groups of the body and how they relate to different exercises. The class is designed to help develop attitudes for lifelong fitness maintenance and to develop an individualized weight training and conditioning program. The class will be a mix of freshman, sophomore, junior and senior students.

Students participating in any Monticello High School sport are required to enroll in Conditioning and Fitness for both semesters of the year they are competing.

Zero Hour Conditioning and Fitness meets every day from 7:00 – 7:45 am. Students who take Conditioning and Fitness during this time frame may choose to have an early dismissal on either an A day or B day, or may choose to take nine classes per semester.

DRIVER EDUCATION

<u>Title</u>	<u>Prerequisite</u>	<u>Credit</u>
Driver Education	15 years old on first day of quarter	½ combined with PE

Driver Education Driver Education is a state-required course (classroom only) offered to students who will be 16 years of age during the current school year. HB 2642 prohibits a licensed driving instructor or school from requesting a certificate of completion from the Secretary of State unless the student has received a passing grade in at least eight courses during the two previous semesters. A minimum of thirty clock hours in classroom phase includes vital information needed by a driver such as: why we need to be concerned with today's traffic problems; limitations of the driver and the car; elementary understanding of the car and its system; Illinois rules of the road and safe driving practices. Exchange students may not enroll in Driver Education.

LIFE SKILLS/VCE

<u>Title</u>	<u>Prerequisite</u>	<u>Credit</u>	<u>Grade Level</u>
Life Skills	Teacher placement	1	11-12
VCE	Teacher placement	1	11-12
Study Skills	Teacher placement	1	9-12

Life Skills is designed to help students hold a job and live independently after graduation from high school. Skills taught include cooking, safety, stress management, and conflict resolution. Pre-vocational skills are also a major part of this class, such as exploring job interests and abilities, work-related behavior, and completing job applications. This course is designed for students in Special Education.

VCE is the classroom component of the work-study program. The focus is on vocational skills needed to locate, get, and keep a job. Also included are independent living skills. Topics include how to locate job openings, applying for and interviewing for jobs, work-related behavior, time management, understanding your paycheck, and budgeting. This course is designed for student in the work study program and special education.

Study Skills is an elective course available to those students who have a current Individual Education Plan. Emphasis will be placed on the development of organization, keeping an assignment book, keeping current on classroom assignments and acquiring study skills.