

SCALES MOUND HIGH SCHOOL

2023/2024

Approved 12.2022

COURSE DESCRIPTION GUIDE



Introduction

This guide has been prepared to assist you in registering for the classes you will take at Scales Mound High School. SAVE this information. Careful planning is essential to a successful high school experience. The Scales Mound High School course of study is designed to build a foundation of basic skills, which will allow students to enter the careers of their choice and to become productive citizens in our society.

As you select courses, which will make up your highly individualized program during the high school years, consider:

1. Graduation requirements
2. Career plans
3. College and Vocational school entrance requirements
4. Those subjects, which have value, meaning, and appeal to you, the student

As you plan your next year's program, discuss selections with your parents/guardians, teachers, and counselor. These people have had opportunities to learn about your abilities and interests and can advise you in a valuable way. The counselor can also help you select high school training programs. Electives should be carefully chosen to align with your future plans.

It is important for you to design a 4-year course action plan. This can be done through your [Xello](#) account. Course descriptions appear after each department's course listings. They give a complete overview of the courses offered and when you may take them. Refer to the graduation requirements and the general college and vocational requirements listed in this guide to ensure that your 4-year plan meets your needs. As your career goals or plans change, remember to revise your plan accordingly.

The following is a list of required coursework for everyone who earns a diploma from Scales Mound High School. Students taking Algebra I as an eighth-grader will be strongly encouraged to take 3 math credits while enrolled in high school.

Graduation Requirements

<i>Area of Study</i>	<i>Credits Required</i>
English	4.00
Math	3.00
Science	2.00
American History	1.00
Civics	.50
Government	.50
Consumer Education	.50
Health	.50
Physical Education	3.50
Humanities and Vocational	1.00
Additional Coursework	9.50
TOTAL	26.00

Academic Load and Procedures

1. Each student is required to carry a minimum of 3.00 credits each semester with the understanding that a total of 26 credits are needed for graduation.
2. Course selections made at registration are considered final. Schedule changes will be considered only for the following reasons:
 - Medical recommendation
 - Scheduling error, conflict, or imbalance
 - Parent request, when appropriate
 - Recommendation from a faculty member, counselor, or administrator
3. Students may add courses when they have free periods in their schedule. Students may change courses only during the first three days of each semester. Students who need to change a class due to special circumstances during the school year must receive principal, counselor, teacher, and parent's approval.
4. Class Rank and Honor Roll are determined by grades earned in all classes. See Student Handbook for requirements.
5. Physical Education is required for graduation and all students must participate. The only exception will be a medical disability report from your family physician or certain conditions for juniors and seniors to waive Physical Education based on [105 ILCS 5/27-6 of the School Code of Illinois](#).

Beginning with the graduating class of 2024, students will be recognized and honored with the traditional summa cum laude, magna cum laude, and cum laude instead of having only a valedictorian and salutatorian. Graduates meeting the current distinguished scholars criteria with a 4.0 G.P.A. will be recognized summa cum laude. Graduates meeting our current distinguished scholars criteria and a G.P.A. of 3.75-3.99 will be recognized as magna cum laude. Any graduates with a G.P.A. of 3.5 or higher and did not meet the criteria listed above will be recognized as cum laude.

Scholars Program

As a way of encouraging students to make the most of the educational opportunities provided at Scales Mound High School, a scholar's program is offered. Students who successfully meet program requirements will receive recognition of 'High Honors' or 'Honors' at senior graduation. In addition to recognition at graduation ceremonies and notation on their final transcripts, members of the Scales Mound Scholars Program will be eligible to receive the following:

At the end of each school year, students who have met requirements for their grade level in the Scholars Program will be eligible to receive:

1. Publication of their names in the local newspaper, plus photos of seniors who will be eligible for high honors.
2. Eligibility to participate in all special Scholars Program activities.

Distinguished Scholars Graduate Requirements

In order to be considered for Distinguished Scholars Graduate Honors recognition, a student will have an overall grade point average not lower than 3.5 on a 4.0 point scales, and successful completion of the following courses:

4.00 Credits of English including English 9, English 10, American Literature, and British Literature

3.50 Credits of Physical Education and 0.50 Credit of Health

4.00 Credits of Math including Algebra I, Algebra II, Geometry

4.00 Credits of Science including Biology, Botany/Zoology, Environmental Science, Chemistry, Advanced Chemistry, Chemistry III, Physics, Advanced Physics, Physics III, Anatomy and Physiology, AP Biology

2.00 Credits of Social Studies including American History, Government and Civics

2.00 Credits of Progressive Study in a single elective area (foreign language, business, agriculture, industrial arts, art, music, yearbook, [Highland Community College](#) courses, or a [Jo Daviess Career and Technical Education Academy](#) course)*

A total of 20.00 credits are required for the successful completion of the Distinguished Scholars Graduate program.

- *Second-year courses in vocational education must be in a skill level course.*

Scholars Graduate Requirements

In order to be considered for Scholars Graduate Honors recognition, a student will have an overall grade point average not lower than 3.00 on a 4.00 scale, and successful completion of the following courses:

4.00 Credits of English including English 9, English 10, American Literature/Grammar and Composition I, British Literature/Grammar and Composition II

3.50 Credits of Physical Education and 0.50 Credit of Health

3.00 Credits of Mathematics including Algebra I and II, and Geometry

2.00 Credits of Science including Biology I

2.00 Credits of Social Studies including American History, Government and Civics

2.00 Credits of Progressive Study in a single elective area (foreign language, business, agriculture, industrial arts, art, music, yearbook, [Highland Community College](#) Courses, or a [Jo Daviess-Carroll Career and Technical Academy](#) course)

A total of 17.00 credits are required for the successful completion of the Scholars Graduate program.

Scheduling Information for Vocational/Technical Programs and Employment

Whether you plan to seek a job right after high school or go on for further vocational and technical education training, doing well in high school will increase your chance for success.

You will get the most out of your high school years when you are well prepared in what employers consider essential for successful employment: reading, writing, speaking and listening, problem-solving skills, mathematics, science, social studies, and computer literacy. Develop good study habits, positive work attitudes, employment skills, and an ability to get along with people.

If you choose Technical or Vocational College or seek employment upon graduation, you will have greater flexibility in selecting and pursuing a career if you have completed the following recommended coursework (Guidelines taken from Illinois State Board of Education: Department of Adult, Vocational and Technical Education, Private Business and Technical School Unit Publication):

English	4 Years/Credits
Mathematics	3 Years/Credits
Natural Science	3 Years/Credits
Social Studies	3 Years/Credits
Computer Science	1 Year/Credit

Students at Scales Mound High School will find high school vocational offerings listed under Agriculture, Art, Industrial Technology, or Career and Technical Educational Academy.

Students who plan to take [CTE](#) courses during their junior and/or senior year are encouraged to take the Scales Mound freshman and sophomore level courses in vocational course work.

Students planning to attend vocational/technical school can meet the entrance requirement if they complete the graduation requirements at Scales Mound High School. However, a program strong in science, math, and English is recommended in addition to the suggested vocational courses as the complexity of modern technology requires higher proficiency levels in these skills. Students planning to enter technical or health fields should take 3 years of math and science.

Students are encouraged to work closely with their counselor to ensure that they are meeting graduation requirements and the specific admission requirements of the school they plan to attend after graduation.

Registration Suggestions

1. Students are encouraged to take as many math courses as they can because math skills are becoming more important in every area of our technical society. To achieve the highest SAT score, a student should take math for the first 3 years.
2. A student uncertain about future plans should meet the general college entrance requirements. A college entrance program will exceed the requirements of most alternative programs the student may elect to follow after graduation. Also, students can switch from the college preparatory course to something else as career plans are developed.
3. Students are recommended to take geometry, chemistry, and history before writing the SAT exam, which is offered in April of the junior year.
4. The [ACT](#) and/or [SAT](#) are college entrance examinations. They measure a student's proficiency in four academic areas. Colleges also place emphasis on the student's grade point average and class rank. Maintaining good grades and taking college preparatory courses are still considered the best indicators of future college success.
5. Foreign language is becoming a necessity in our global world. Many colleges are requiring at least two years for admission.
6. Illinois colleges begin accepting applications for admission in September of the student's senior year. Therefore, the class rank used for admission is based on the first three years of high school performance.
7. If valedictorian/salutatorian or the Scholars Program is an important consideration, then parents and students should consult page 3-4 of this course description guide to learn how these awards are determined. (retired after the class of 2023)

COURSE DESCRIPTIONS BY DEPARTMENT

AGRICULTURE Courses

Summary of offerings:

<u>Level 2: Intro Course</u>	<u>Level 3: Skills Course</u>	<u>Level 4: Advanced</u>	<u>Level 5: Work Place</u>
<ul style="list-style-type: none"> • Basic Ag Science • Basic Hort Science 	<ul style="list-style-type: none"> • Ag Business Mgt** • Animal Science • Food Science • Medical/Veterinary Tech* • Hort Production & Mgt • Natural Resources • Service & Support Animal Training • SAE 	<ul style="list-style-type: none"> • An Systems Indep Study • Leadership & Communications* • Small Animal Care** 	<ul style="list-style-type: none"> • Co-Op/ Workplace Experience <p>**offered only in even school years (24, 26) *offered only in odd school years (23, 25)</p>

BASIC AG SCIENCE

Grade 9, 10	1 Year	1 Credit	<i>Prerequisite:</i> NONE Available for SM Science Credit	Level 2
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This course builds on basic skills and knowledge gained in the Introduction to the Agricultural Industry 8th grade course. Major units of instruction include agricultural research, soil science, plant science, biotechnology, animal science and food science. Applied science and math skills and concepts will be stressed throughout the course as they relate to each area. Improving computer and workplace skills will be a focus. 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.

BASIC HORTICULTURE SCIENCE

Grade 9, 10, 11, 12	1 Year	1 Credit	<i>Prerequisite:</i> NONE	Level 2
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This course is designed to introduce students to the horticulture industry and provide them with basic plant science knowledge that can be further developed in advanced horticulture courses. Major units of instruction include horticulture research, horticultural careers, plant anatomy, seed germination, plant propagation, growing media, pest management, hydroponics, identifying horticultural plants, and growing greenhouse crops. Improving computer and workplace skills will be a focus. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects are an integral course component for leadership development, career exploration, and reinforcement of academic concepts. Max enrollment 15.

HORTICULTURAL PRODUCTION AND MANAGEMENT

Grade 9, 10, 11, 12	1 Year	1 Credit	Prerequisite: None 3.0 Dual Credits at HCC for AGOC 118 Available for a SM science credit	Level 3
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This course offers instruction in both the greenhouse production and landscape areas of horticulture. Units of study include plant identification, greenhouse management, growing greenhouse crops, landscape design, installation, and maintenance, horticulture mechanics, nursery management, and turf production. Agribusiness units will cover operating a horticultural business, pricing work, advertising, and sales. Improving computer and workplace skills will be a focus. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects are an integral course component for leadership development, career exploration, and reinforcement of academic concepts. Instructor approval if Intro to Horticulture Science has not been taken. Max enrollment 15

AGRICULTURAL BUSINESS MANAGEMENT

Grade 10, 11, 12	1 Year	1 Credit	Prerequisite: Level 2 recommended 3.0 Dual Credits at HCC for AGOC 220	Level 3
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This course will develop students' understanding of the agricultural industry relating to the United States and the World marketplace. Instructional units include: business ownership types, planning and organizing the agribusiness, financing, and agribusiness, keeping and using records in an agribusiness, operating the agribusiness, agricultural law, taxes, and developing employability skills. Student skills will be enhanced in math, reading comprehension, and writing through agribusiness applications. Improving computer and workplace skills will be a focus. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects are an integral course component for leadership development, career exploration, and reinforcement of academic concepts.

ANIMAL SCIENCE

Grade 10, 11, 12	1 Year	1 Credit	Prerequisite: Level 2 recommended Available for Science Credit 3.0 Dual Credits at HCC for AGRI 118	Level 3
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This course will develop students' understanding of the livestock, poultry, and equine animal industry. Topics of instruction include scientific investigations, genetics, animal anatomy and physiology, animal nutrition, animal reproduction, animal health, and meat science. Improving computer and workplace skills will be a focus. 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.

FOOD SCIENCE

Grade 10, 11, 12	1 Year	1 Credit	Prerequisite: Level 2 recommended Available for SM Science Credit	Level 3
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This course provides 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; food selection; and consumer health. Careers to be examined include meat inspectors, quality control technicians, food processors, and sanitation supervisors. Students will use scientific and technological information about food science and safety as a part of developing career plans and personal viewpoints on societal issues concerning the development and preservation of food products. Improving computer and workplace skills will be a focus. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects are an integral course component for leadership and development, career exploration, and reinforcement of academic concepts. Max enrollment: 12

MEDICAL/VETERINARY TECHNOLOGY

Grade 10, 11, 12	1 Year	1 Credit	<i>Prerequisite:</i> Level 2 recommended Available for SM Science Credit 3.0 Dual Credits for HCC for AGOC 230	<i>Level 3</i>
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Interested in a career in the medical field? Start by learning basic terminology that will carry from animals to humans. This course deals with a variety of topics ranging from the animal industry, animal anatomy and physiology, animal ethics and welfare issues, animal health, veterinary medicine, veterinary office practices, to animal services to humans. Animal-related careers will be explored ranging from training seeing-eye dogs to large animal veterinarians.

Service & Support Animal Training

Grade 10, 11, 12	1 Year	1 Credit	<i>Prerequisite:</i> Level 2 recommended Priority placement to 11, 12 with previous animal coursework	<i>Level 3</i>
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Companion and Service Animal Training courses provide students with skills and knowledge necessary to provide care and training for companion and service animals. Topics include animal behavior, training tools, and animal care. The course will focus on providing students understanding on how to select, socialize, and train companion and service animals to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. Max enrollment: 10

ANIMAL SYSTEMS INDEPENDENT STUDY

Grade 10, 11, 12	1 Year	1 Credit	<i>Prerequisite:</i> Co-enrolled in an Level 3 animal related class with application to Instructor	<i>Level 4</i>
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Courses in Animal Systems Independent Study, often conducted with instructors as mentors, enable students to explore topics of interest related to animal systems. Independent Study courses may serve as an opportunity for students to expand their expertise in a particular application, to explore a topic in greater detail, or to develop more advanced skills. Students in Animal Systems Independent Study will be the primary caretakers of on-site animals and responsible for feeding, socializing and overall care. Max enrollment: 5

NATURAL RESOURCES CONSERVATION MANAGEMENT

Grade 10, 11, 12	1 Year	1 Credit	<i>Prerequisite:</i> Level 2 recommended Available for Science Credit	Level 3
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This course 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 is an integral course component for leadership development, career exploration and reinforcement of academic concepts.

LEADERSHIP AND COMMUNICATIONS

Grade 11, 12	1 Year	1 Credit	<i>Prerequisite:</i> Level 3 course required	Level 4
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This course is designed to provide students with the knowledge and leadership experiences to help them to become successful in life and in the workplace. Students will further enhance their potential for leadership development, personal growth, and career success. Students will analyze current issues and determine how they affect people on all sides of the issue. The students then learn and enhance their written and oral communication skills by presenting their views and opinions to the class. Students learn how to arrange and present debates, speeches, and interviews to be effective leaders in today's society. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects are an integral course component for this leadership development, career exploration, and reinforcement of academic concepts. Sophomores w/instructor approval.

SMALL ANIMAL CARE

Grade 10, 11, 12	1 Year	1 Credit	<i>Prerequisite:</i> Level 3 animal course	Level 4
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Small Animal Care courses focus on the care and management of small animals. Animal nutrition, health, behavior, reproduction and breeding, anatomy and physiology, use of qualitative and quantitative analyses for decision making, facilities, handling and training, and grooming are typical areas of study. 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.

WORKPLACE EXPERIENCE

Grade 11, 12	1 Year	1 Credit	<i>Prerequisite:</i> Level 3 course Application to Instructor	Level 5
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A program of career education for students who, through a cooperative arrangement between the school and employers, receive practical experience and related instruction through a job in the agricultural production, agricultural business, animal, biotechnology, environmental, natural resources

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plant and power systems, as well as health industry, or personal/public service fields. The practical experience and related instruction are planned and supervised by the instructor so that each contributes to the student's education and employability. Work periods and school attendance will be worked out with the school and the employer.

INTERRELATED CO-OP/WORK EXPERIENCE

Grade 11, 12	1 Semester or Year	.50-1.0 Credit/Per school hour	<i>Prerequisite:</i> Level 3 Course Application to Instructor	Level 5
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Co-op work release is available to juniors and seniors who may be dismissed from the first or last period (up to two periods a day) to work provided that:

1. The student is enrolled in Interrelated Co-op I or II
2. The employer requests release of the student
3. The student will have a signed parental permission form on file with the instructor
4. The grades from the semester preceding the request will be used, and the student needs to maintain a 'C' average
5. The student will be responsible for working with the co-op instructor to secure an employer
6. The student will provide his/her own transportation

SUPERVISED AGRICULTURAL EXPERIENCE (SAE) I AND II

Grade 10, 11, 12	1 Year	.50 Credit	<i>Prerequisite:</i> Minimum one agriculture course completed	Level 3
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This course is designed to establish knowledge and skills in various agricultural careers. Students will gain credit by establishing a project at their home, at a local business, or at their school usually after normal school hours. Example projects may include, but are not limited to: working at a garden center; raising vegetables/grain/livestock; conducting agriscience experiments in a greenhouse; and training horses at a stable. Students will be required to verify their experiences by keeping written or computerized records including: business agreements; budgets; inventories; daily activities; hours worked; income and expenses; total earnings; depreciation; and net worth. SAE records should be evaluated at least once per month. In addition, SAE lessons are integrated into each agricultural course. SAE participation can lead to full-time employment, scholarships, and awards through the FFA. This course is meant for students on a track that cannot fit a scheduled agriculture class into their class schedule. This class may only be taken two semesters during the four year high school period.

ART Courses

BEGINNING ART

Grade 9, 10, 11, 12	1 Year	1 Credit	<i>Prerequisite:</i> NONE
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This course reinforces and builds upon knowledge and skills developed at the elementary and middle school levels. A TAB (Teaching for Artistic Behavior) approach will be utilized (creating original art, developing art-making skills, communicating through artwork, taking risks, collaboration, solving problems, reflecting, and having a global awareness of art-making). The elements of art and the principles of design will be used in reinforcing what creates strong visual composition through experimentation with a variety of media. Portfolio development will be emphasized, based on technical quality, personal style, and intended purpose.

INTERMEDIATE ART

Grade 10, 11, 12	1 Year	1 Credit	<i>Prerequisite:</i> Beginning Art
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This course builds upon the foundation established in Beginning Art, both improving skills previously learned and experiencing new approaches to art. A TAB (Teaching for Artistic Behavior) approach will be utilized (creating original art, developing art-making skills, communicating through artwork, taking risks, collaboration, solving problems, reflecting, and having a global awareness of art-making). Students will create expressive works of their own that reflect their understanding of the elements and principles of design, exhibit a sense of pride and craftsmanship, and effectively communicate their intended expressive content. Students will continue to experiment with a variety of media of choice. Portfolio development will be emphasized, based on technical quality, personal style, and intended purpose.

ADVANCED ART

Grade 11, 12	1 Year	1 Credit	<i>Prerequisite:</i> Intermediate Art
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Students will use the skills they learned in Beginning and Intermediate Art to create complex works of art. A TAB (Teaching for Artistic Behavior) approach will be utilized (creating original art, developing art-making skills, communicating through artwork, taking risks, collaboration, solving problems, reflecting, and having a global awareness of art-making). Students will begin to develop a personal vision and preference for certain media. Students in this class will begin to develop a personal vision and preference for certain media. Students in this class demonstrate self-motivation and the ability to work independently. Portfolio development will be emphasized, based on technical quality, personal style, and intended purpose.

SENIOR ART

Grade 12	1 Year	1 Credit	<i>Prerequisite:</i> Advanced Art
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Students will use the skills they learned in Beginning, Intermediate, and Advanced Art to create complex works of art. A TAB (Teaching for Artistic Behavior) approach will be utilized (creating original art, developing art-making skills, communication through artwork, taking risks, collaboration, solving problems, reflecting, and having a global awareness of art-making). Students will refine their personal vision and preference of media, technique, and style. Students in this class have a high

degree of self-motivation and the ability to work independently. Portfolio development will be emphasized, based on technical quality, personal style, and intended purpose.

YEARBOOK I, II, III

Grade 10, 11, 12	1 Year	1 Credit	Prerequisite: 1-2 years of English; Course grades of 'C' or above
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This course is designed to develop the basic skills necessary to produce a school yearbook or other such publications. General topics include headlines, proofreading, and text editing, copywriting, page layout and design, photography, and advertising sales. This class is designed for individuals with high levels of self-motivation, responsibility, and organizational skills. Bringing fresh and creative ideas as well as a creative eye for design is a bonus! The class is taught by means of discussion, workshops, and extensive work experience. Yearbook III is an extension of Yearbook II. Yearbook II is an extension of Yearbook I. Students will gain further experience.

BUSINESS Courses

BUSINESS AND TECHNOLOGY CONCEPTS (INTRODUCTION TO BUSINESS)

Grade 11, 12	1 Year	1 Credit	<i>Prerequisite:</i> NONE 3.0 Dual Credits at HCC for BUSN 121
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This orientation-level course will provide an overview of all aspects of business marketing and management, including the concepts, functions, and skills required for meeting the challenges of operating a business in a global economy. Topics covered include the various forms of business ownership, including entrepreneurship, as well as the basic functional areas of business (finance, management, marketing, administration, and production). Students will be introduced to a wide range of careers in fields such as accounting, financial services, information technology, marketing, and management. Emphasis will be placed on using the computer while studying applications in these careers along with communication skills (thinking, listening, composing, revising, editing, and speaking), math, and problem-solving. Business ethics as well as other workplace skills will be taught and integrated within this course. This course is not intended to meet the consumer education requirement, but rather to provide preparation for the skill level courses that make up the Business, Marketing, and Management occupation programs.

HCC Dual Credit: BUSN 121 T Introduction to Business COURSE DATA: CREDITS: 3V • LECTURE: 3 • LAB: 0 • REPEAT: 0 **PREREQUISITE: BUSN 125 or equivalent Math course or placement in MATH 090 or above or consent of instructor.** Introduces numerous aspects of modern business to the student . Includes organization, labor-management relations, stock market exploration, marketing, forms of ownership, business functions, as well as offering an overview of career choices available in business . The roles and relationships which business plays in society are discussed and evaluated.

MACROECONOMICS I

Grade 11, 12	1 Year	1 Credit	<i>Prerequisite:</i> NONE 3.0 Dual Credits at HCC for ECON 111
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This course is designed for a full year dual credit for the student who has an interest in economic principles. Some of the concepts to be covered include: supply and demand; inflation; unemployment; money; banking; and world trade, and how it affects economic activity. Throughout the course, there will be various guest speakers and field trips of economic interest.

MICROECONOMICS I

Grade 11, 12	1 Year	1 Credit	<i>Prerequisite:</i> NONE 3.0 Dual Credits at HCC for ECON 112
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Introduces economics on an individual (micro) basis. The course includes supply/demand, consumer behavior, wage determination, income inequality, and types of competition.

ELEMENTS OF ACCOUNTING

Grade 11, 12	1 Year	1 Credit	<i>Prerequisite:</i> NONE 3.0 Dual Credits at HCC for ACCT 105
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Introduces basic accounting principles and procedures as they are applied to accounting for service and merchandising businesses. Includes the recording of transactions in general and special journals, the posting process, adjusting and closing entries, and the preparation of accounting worksheets and financial statements.

ENGLISH Courses

ENGLISH 9

Grade 9	1 Year	1 Credit	<i>Prerequisite:</i> NONE; Required
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This course provides students with a survey of various types of literature, including short stories, the novel, poetry, epic poetry, and drama. The basic forms of writing, both creative and formal essay (argumentative, informative, analysis, and research) will also be covered, along with grammar functions and editing, and speaking and listening skills, which are covered through formal/informal discussions and debates.

ENGLISH 10

Grade 10	1 Year	1 Credit	<i>Prerequisite:</i> English 9; Required
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This course allows students to become active, imaginative participants in the reading process. Students will study short story, poem, novel, play, and non-fiction as distinctive literary forms exhibiting certain structural and thematic features that can be recognized and analyzed. Students will be encouraged to formulate their treatment of the writing process from pre-writing through revising. Instruction of vocabulary, grammar, and mechanics is also provided.

PRACTICAL ENGLISH I, II

Grade 11, 12	1 Year	1 Credit	<i>Prerequisite:</i> English 9, 10; Counts toward English requirement
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This course is designed to explore the nine skills required in the workplace: reading and writing; listening and oral communication; employability; critical thinking; problem-solving and decision-making; group and teamwork; self-esteem and goal setting; keyboarding and computer-literacy; leadership and technology skills. All four forms of communication - reading, writing, listening, and speaking - will be emphasized in order to best prepare students for the workplace.

AMERICAN LITERATURE/GRAMMAR & COMPOSITION I

Grade 11, 12	1 Year	1 Credit	<i>Prerequisite:</i> English 9, 10; Counts toward English requirement
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This course is designed to accent the American scene through the study of American authors. Through the study of phases of American Literature, emphasis will be placed on reading and analysis of a variety of literary works that trace the development of American thought. Students will complete various speaking, listening, and writing activities to develop the skills necessary for post-secondary education.

BRITISH LITERATURE/GRAMMAR & COMPOSITION II

Grade 11, 12	1 Year	1 Credit	<i>Prerequisite:</i> English 9,10; Counts toward English requirement
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This course, covering writing, mechanics, and literature, emphasized the kinds of writing most often asked for in college courses through the study of works written by British authors. It offers experience in writing persuasive, expository, and opinion papers using formal methods of documentation and research techniques. It also covers several key areas of writing and language including the writing process, the basic elements of writing, the forms of writing, proofreading, note-taking, critical listening, test-taking skills, and formal speaking. Students will engage in critical reading, discussion, oral presentation of required materials.

INDUSTRIAL TECHNOLOGY Courses

HOME SKILLS

Grade 9, 10, 11, 12	1 Year	1 Credit	<i>Prerequisite:</i> NONE
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Home Skills is an introductory course that teaches you how to deal with repair and maintenance jobs around the home. Basic skills with tools and repair procedures that will help the do-it-yourself save time and money are taught. Some of the subject areas are home building construction, household electronics, plumbing, painting, plastering, tiling, and other areas of interest in home improvement.

INTRODUCTION TO SHOP

Grade 9, 10, 11, 12	1 Year	1 Credit	<i>Prerequisite:</i> NONE Designed for grades 9, 10
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This orientation exploratory course is designed to expose students to a variety of occupations and provide basic skill development to enable students to make meaningful decisions regarding further industrial technology occupations studies. The four areas to be covered are as follows: Production Technology; Transportation Technology; Communication Technology; and Energy Utilization Technology. This course will be taught through instruction, discussion, practical hands-on applications, and field trips.

WOODWORKING I

Grade 10, 11, 12	1 Year	1 Credit	<i>Prerequisite:</i> NONE
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This course is for the student who wants to learn basic woodworking skills, table saw, plane, radial arm saw, wood gluing, and wood project design. Project-oriented.

DRAFTING WITH CAD I

Grade 9, 10, 11, 12	1 Year	1 Credit	<i>Prerequisite:</i> NONE
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This course is designed for the student who wishes to learn the traditional methods of drafting, which include lettering and other forms of graphical communication, and will have CAD applications.

DRAFTING WITH CAD II

Grade 10, 11, 12	1 Year	1 Credit	<i>Prerequisite:</i> NONE
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CAD II with drafting is a continuation course of CAD I. Some of the topics covered will include customized borders, title blocks, page setups, isometric drawings, and blueprint reading. Drawings will be done on architectural and mechanical projects throughout the course.

WELDING TECHNOLOGY I

Grade 9, 10, 11, 12	1 Year	1 Credit	<i>Prerequisite:</i> NONE
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The development of your welding skills and knowledge will be the focus of this course. The study of welding advances will be explored. Practice on specific equipment and the process required will be put to use in the construction of projects requiring welding skills and knowledge. Some of the welding areas covered will be arc, oxy-acetylene, TIG, and the use of MIG welders.

WELDING TECHNOLOGY II

Grade 11, 12	1 Year	1 Credit	<i>Prerequisite:</i> Welding I or Instructor approval 3.0 Dual Credits at HCC for WELD 130
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Continuation of the development of welding safety, skills, and knowledge of Welding I. The emphasis is on developing the students' ability to weld using various materials, positions, and welding symbols. This is an optional dual credit course.

POWER MECHANICS I

Grade 9, 10, 11, 12	1 Year	1 Credit	<i>Prerequisite:</i> NONE
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This class is much more than taking apart an engine from your lawnmower. Here you will learn the fundamentals of engine principles and its conversion to work in both the two- and four-cycle engines. Present and future power sources are learned: gasoline; LP; diesel; and natural gas and all of the engine systems that correspond to them.

POWER MECHANICS II

Grade 10, 11, 12	1 Year	1 Credit	<i>Prerequisite:</i> Power Mechanics I
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This class is for the student who wish to learn the fundamental principles of power trains (transmissions and differentials) and the basic operations of hydraulics. The class starts with the parts of the drive trains and gear identification and then moves on to clutch systems, manual and hydrostatic transmissions. During the second half of the course, hydraulics is learned as it applies to modern equipment.

LIFE SKILLS Courses

CONSUMER EDUCATION

Grade 12	1 Year	.50 Credit	<i>Prerequisite:</i> NONE 3.0 Dual Credits at HCC for BUSN 225
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This required course for graduation is designed to help prepare the student to handle personal finances and living independently. Topics include: bank services, budgeting, student loans, income taxes, credit purchases, comparison-shopping, consumer product evaluation, advertising, insurance, and investing. This course is taught through lecture, discussion, video, guest speakers, individual projects, and group activities.

DRIVERS EDUCATION

Grade 9, 10	1 Year	.50 Credit	<i>Prerequisite:</i> Freshman standing and/or age 14 prior to August 1
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The objective of this course is to prepare students to obtain a 'graduated driver license' through the Illinois Department of Transportation. Students will be presented with the information and skills necessary for safe use of the motor vehicle and to develop 'defensive driving habits'. The class is taught through lecture, discussion, video, guest speakers, and behind-the-wheel instruction. Students are required to successfully pass classroom coursework, attend a minimum of 30 hours of class time and complete 6 hours of behind-the-wheel instruction. Students must pass both semesters to be eligible for behind-the-wheel instruction. Students must also meet an attendance requirement to successfully complete the class instruction. The classroom instruction is offered during the Freshman KSL class for the entire school year. Behind-the-wheel driving instruction is offered during the summer.

STUDENT TRAVEL EXPERIENCE

Grade 9, 10, 11, 12	1 Year	.50 Credit	<i>Prerequisite:</i> Foreign student travel 3.0 Credits through George Mason University
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Assignments in this course move students through a trajectory that makes connections between the self, local experiences, travel destination experiences, and global considerations. Students gain an understanding of the world's richness and complexity while appreciating the diverse contributions of each society in its fabric. Students consider their own backgrounds and how their personal perspectives influence their interpretation of the world, and they grow awareness and respect for the interdependence of the global community. Global Perspectives units include A World to Behold; Discovering Your National Identity; Global Citizenship; Media on a Global Scale; Stewards of the Earth; and a summative assessment.

MATHEMATICS Courses

ALGEBRA I, PART I

Grade 9	1 Year	1 Credit	<i>Prerequisite:</i> NONE
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This course is the first year of a two-year Algebra I course. Topics in this course include solving equations and inequalities, an introduction to functions, linear functions, and systems of equations and inequalities. The instructional program of this course provides for the understanding and use of the concepts as well as their application through appropriate problem-solving situations.

ALGEBRA I, PART II

Grade 10	1 Year	1 Credit	<i>Prerequisite:</i> Algebra I, Part I
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This course is the second year of a two-year Algebra I course. Students will focus on the key topics that provide a strong foundation in the essentials of algebra. These topics include basic algebra and number properties, solving and graphing linear equations and inequalities, polynomials and factoring, irrational numbers, and quadratic equations. The course is taught through instruction, discussion, and practice exercises.

ALGEBRA I

Grade 8, 9, 10, 11, 12	1 Year	1 Credit	<i>Prerequisite:</i> NONE
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Algebra I focuses on the key topics that provide a strong foundation in the essentials of algebra. These topics include basic algebra and number properties, solving and graphing linear equations and inequalities, polynomials and factoring, irrational numbers, and quadratic equations. The course is taught through instruction, discussion, and practice exercises.

GEOMETRY

Grade 9, 10, 11, 12	1 Year	1 Credit	<i>Prerequisite:</i> Algebra I or equivalent
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This course covers most topics in Geometry but in less depth. This course includes a review of basic geometry plus topics of parallel lines and planes, congruent triangles, quadrilaterals, similar polygons, right triangles, circles, constructions, and areas and volumes.

HONORS GEOMETRY

Grade 9, 10, 11, 12	1 Year	1 Credit	<i>Prerequisite:</i> Algebra I or equivalent
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Geometry is intended for the mathematically capable student and stresses the traditional concepts of Euclidean geometry and proof. The course includes a review of basic geometry plus topics of parallel lines and planes, congruent triangles, quadrilaterals, similar polygons, right triangles, circles, constructions, and areas and volumes.

ALGEBRA II

Grade 10, 11, 12	1 Year	1 Credit	<i>Prerequisite:</i> 'C' or better in Algebra I; Geometry
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This course covers most topics in algebra 2 but in less depth. Topics include linear, quadratic, polynomial, rational, radical, exponential and logarithmic functions and their graphs. An introduction to trigonometry, probability and statistics is also covered.

Honors ALGEBRA II

Grade 10, 11, 12	1 Year	1 Credit	<i>Prerequisite:</i> 'C' or better in Algebra I; Geometry
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This course provides an enriched course in Algebra II. It emphasizes higher-order thinking skills, problem-solving, and preparation for higher levels of mathematics and related fields. This course has a more rigorous pace as well as more challenging assignments and assessments. This course builds on algebraic concepts covered in Algebra I. Topics include functions and their graphs, quadratic functions, inverse functions, advanced polynomial functions, conic sections, sequences and series, and matrices. Students are introduced to probability and statistics, trigonometry, and periodic functions.

TRANSITIONAL MATH

Grade 12	1 Year	1 Credit	<i>Prerequisite:</i> NONE
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This senior level course features five units of instruction and a capstone project. Through the five units of: agriculture and natural resources; health sciences; human and public services; trades and manufacturing; students will use measurement, proportions, ratios, linear equations, and other math skills to solve real-world problems. This course has been approved for portability within the Illinois community college system.

PRECALCULUS

Grade 11, 12	1 Year	1 Credit	<i>Prerequisite:</i> 'C' or better in Algebra I, Geometry, and Algebra II
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This class is an introductory college-level calculus course. The course extends the topics of Algebra II, integrating them with geometric concepts. Coordinate geometry, trigonometry, vectors, and probability are also included. The course is taught through instruction, discussion, and practice exercises.

CALCULUS

Grade 11, 12	1 Year	1 Credit	<i>Prerequisite:</i> Precalculus
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This is a continuation of PRECALCULUS. The purpose of this course is to provide a foundation for the study of advanced mathematics. Major topics include: Limits and Continuity, Differential Calculus, Applications of Derivatives, Integral Calculus, and Applications of Integration.

AP CALCULUS AB

Grade 11, 12	1 Year	1 Credit	<i>Prerequisite:</i> Precalculus
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AP Calculus AB is a two-semester Advanced Placement course and is the equivalent of an introductory, one-semester, college-level Calculus course. It is in compliance with the College Board Audit and recommendations to prepare students for the AP Exam. AP Calculus AB teaches students to understand change geometrically and visually (by studying graphs of curves), analytically (by

studying and working with mathematical formulas), numerically (by seeing patterns in sets of numbers), and verbally. Students learn more than how to calculate the right answers; they learn to use and clearly communicate mathematical reasoning and to translate between the English language and the language of math. In fact, in Calculus students will often be called upon to evaluate the soundness of proposed solutions rather than simply get the right answer. That is why in this course the focus is on developing a deep understanding of mathematical ideas instead of simply memorizing procedures and rules. This course has been authorized by the College Board to use the AP designation. This course may be taken through Scales Mound High School class offerings and if not available, through an online learning platform.

AP STATISTICS

Grade 11, 12	1 Year	1 Credit	<i>Prerequisite:</i> Precalculus
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Following the College Board's suggested curriculum designed to parallel college-level statistics courses, the AP Statistics course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data, sampling, and experimentation, anticipating patterns, and statistical inference. This course is offered through an online learning platform.

MUSIC Courses

BAND

Grade 9, 10, 11, 12	1 Year	.50 Credit	Prerequisite: NONE
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This course is designed to provide instruction in instrumental music. Upon completion of this course, the student should have advanced their technical skills, developed self-expression, and be able to play their instrument with self-confidence. During the year the band performs in parades, festivals, contests, concerts, home basketball, and volleyball games. Students are required to attend all musical events. The class is taught essentially through 'hands-on' instruction.

CHORUS

Grade 9, 10, 11, 12	1 Year	.50 Credit	Prerequisite: NONE
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This course is designed to provide instruction in vocal music. Upon completion of this course, students should have knowledge of vocal music literature and be able to perform with poise and self-confidence. Students should also be able to adjust their voice so as to blend with the group. During the year the chorus performs in festivals, contests, concerts, and various area performances. Students are required to attend all musical events. The class is taught essentially through 'hands-on' instruction.

PHYSICAL EDUCATION Courses

PHYSICAL EDUCATION

Grade 9, 10, 11, 12	1 Year	1 Credit	<i>Prerequisite:</i> NONE Required
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This course is geared to provide a brief exposure to all physical education activities. The focus will be to develop and improve skills along with gaining knowledge of new activities. Students will participate to the best of their ability in all areas to help increase health-related fitness skills. This course is also geared toward lifetime activities that incorporate various degrees of physical fitness.

FITNESS DEVELOPMENT

Grade 9, 10, 11, 12	1 Year	1 Credit	<i>Prerequisite:</i> NONE
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This course is designed to provide students the opportunity to develop and increase physical fitness and promote a healthy lifestyle. Students will create and implement exercise programs that address individual needs; the progress of the students will continuously be documented throughout the duration of the year. Activities will consist of computerized weightlifting programs, quarterly fitness tests, timed mile runs, and heart rate monitored physical activity. An emphasis will also be placed on creating and managing a healthy daily diet.

HEALTH

Grade 10	All Year	.50 Credit	<i>Prerequisite:</i> NONE
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This is an introductory health course designed to provide a general overview of the subject. Units will cover the following topics: communicable diseases, human anatomy, teenage suicide, alcohol, the most abused drugs used, smoking and health, human sexuality, first aid, mood and behavior modifiers, nutrition, AIDS information, date rape, and mental illness. The class will be taught through lectures, discussions, films, guest speakers, and small group work.

SCIENCE Courses

Summary of offerings:

Grade 9	Grade 10	Grade 11	Grade 12
Biology	Biology Physical Science Environmental Science Chemistry Basic Ag Science	Biology Environmental Science Chemistry Animal Science Food Science Medical/Veterinary Tech* Human Physiology Physics AP Biology AP Chemistry AP Environmental Science AP Physics	Biology Environmental Science Chemistry Animal Science Food Science Medical/Veterinary Tech Human Physiology Physics AP Biology AP Chemistry AP Environmental Science AP Physics

BIOLOGY

Grade 9, 10, 11, 12	1 Year	1 Credit	<i>Prerequisite:</i> NONE
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This course is designed to provide an overview of Biology. Units will cover the following topics: components necessary for life, heredity, cells, and taxonomy. The class is taught through lecture, discussion, and laboratory experiments.

PHYSICAL SCIENCE

Grade 10	1 Year	1 Credit	<i>Prerequisite:</i> NONE
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The course will be taught through lectures, discussions, demonstrations, and laboratories. Physical Science will cover such topics as atomic structure, states of matter, chemical reactions, forces & waves.

ENVIRONMENTAL SCIENCE

Grade 10, 11, 12	1 Year	1 Credit	<i>Prerequisite:</i> NONE
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This course will cover issues in the environment and is intended to help the student gain a better understanding of his/her relationship to the environment. The course will be taught through lectures, discussions, demonstrations, and laboratories. Environmental Science will cover topics such as ecosystems, water and air, atmosphere and climate, land, food, biodiversity, energy, waste, and human population explosion.

CHEMISTRY

Grade 10, 11, 12	1 Year	1.0 Credit	<i>Prerequisite:</i> Algebra I, enrollment in Algebra II helpful
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This is an introductory course designed to give a general overview of inorganic chemistry. Units cover the following topics: matter, chemical formulas, chemical equations, mole concept, atomic structure, periodic properties, bonding, and acid/base properties. The class is taught through lecture, discussion, and laboratory experiments.

BASIC AG SCIENCE

Grade 9, 10	1 Year	1 Credit	<i>Prerequisite:</i> NONE Available for Science Credit
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This course builds on basic skills and knowledge gained in the Introduction to the Agricultural Industry 8th grade course. Major units of instruction include agricultural research, soil science, plant science, biotechnology, animal science and food science. Applied science and math skills and concepts will be stressed throughout the course as they relate to each area. Improving computer and workplace skills will be a focus. 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.

ANIMAL SCIENCE

Grade 10, 11, 12	1 Year	1 Credit	<i>Prerequisite:</i> NONE Available for Science Credit 3.0 Dual Credits at HCC for AGRI 118
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This course will develop students' understanding of the livestock, poultry, and equine animal industry. Topics of instruction include scientific investigations, genetics, animal anatomy and physiology, animal nutrition, animal reproduction, animal health, and meat science. Improving computer and workplace skills will be a focus. 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.

FOOD SCIENCE (Available for Science Credit)

Grade 10, 11, 12	1 Year	1 Credit	<i>Prerequisite:</i> NONE Available for Science Credit
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This course provides 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; food selection; and consumer health. Careers to be examined include meat inspectors, quality control technicians, food processors, and sanitation supervisors. Students will use scientific and technological information about food science and safety as a part of developing career plans and personal viewpoints on societal issues concerning the development and preservation of food products. Improving computer and workplace skills will be a focus. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects are an integral course component for leadership and development, career exploration, and reinforcement of academic concepts.

MEDICAL/VETERINARY TECHNOLOGY (Available for Science Credit)

Grade 11, 12	1 Year	1 Credit	<i>Prerequisite:</i> NONE
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Interested in a career in the medical field? Start by learning basic terminology that will carry from animals to humans. This course deals with a variety of topics ranging from the animal industry, animal anatomy and physiology, animal ethics and welfare issues, animal health, veterinary medicine, veterinary office practices, to animal services to humans. Animal-related careers will be explored ranging from training seeing-eye dogs to large animal veterinarians.

HUMAN PHYSIOLOGY

Grade 11, 12	1 Year	1.0 Credit	<i>Prerequisite:</i> Biology I, Chemistry
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This is an advanced course designed to help prepare students for higher education, to further their studies in an area of biological interest, and to demonstrate concepts needed for health-related professions. Units will cover the major body systems. The class is heavily taught through experimentation and self directed study.

PHYSICS

Grade 11, 12	1 Year	1.0 Credit	<i>Prerequisite:</i> 'B' or better in Algebra I, enrollment in Algebra II highly recommended
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This is an introductory course designed to give a general overview of the major topics in physics. Units will cover the following topics: mechanics, heat, electricity and magnetism, waves, light, sound, quantum theory, and nuclear energy. The course is taught through lectures, discussions, demonstrations, and experiments. Strong math skills are a necessity.

AP BIOLOGY

Grade 11, 12	1 Year	1.0 Credit	<i>Prerequisite:</i> Biology, Chemistry, Algebra I
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AP Biology builds students' understanding of biology on both the micro and macro scales. After studying cell biology, students move on to understand how evolution drives the diversity and unity of life. Students will examine how living systems store, retrieve, transmit, and respond to information and the processes used by organisms to utilize free energy. The equivalent of an introductory college-level biology course, AP Biology prepares students for the AP exam and for further study in science, health sciences, or engineering.

The AP Biology course provides a learning experience focused on allowing students to develop their critical thinking skills and cognitive strategies. Frequent no- and low-stakes assessments allow students to measure their comprehension and improve performance as they progress through each activity. Students regularly engage with primary source materials, allowing them to practice the critical reading and analysis skills that they will need in order to pass the AP exam and succeed in a college biology course. Students will perform hands-on labs that give them insight into the nature of science and help them understand biological concepts, as well as how evidence can be obtained to support those concepts. Students will also complete several virtual lab studies where they form hypotheses; collect, analyze, and manipulate data; and report their findings and conclusions. During both virtual and traditional lab investigations and research opportunities, students summarize their findings and analyze others' findings in summaries, using statistical and mathematical calculations.

when appropriate. Summative tests are offered at the end of each unit as well as at the end of each semester and contain objective and constructed response items. Robust scaffolding, rigorous instruction, relevant material, and regular active learning opportunities ensure that students can achieve mastery of the skills necessary to excel on the AP exam.

AP Biology is a two-semester Advanced Placement course and is the equivalent of the general biology course usually taken during the first college year. This course requires a great deal of self-discipline and motivation. This course has been authorized by the [College Board](#) to use the AP designation. This course may be taken through Scales Mound High School class offerings with significant lab experiences and if not available, through an online learning platform.

AP ENVIRONMENTAL SCIENCE

Grade 11, 12	1 Year	1.0 Credit	<i>Prerequisite:</i> Biology, Chemistry, Algebra I
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AP Environmental Science courses are designed by the [College Board](#) to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, identify and analyze environmental problems (both natural and human-made), evaluate the relative risks associated with the problems, and examine alternative solutions for resolving and/or preventing them. Topics covered include science as a process, ecological processes and energy conversions, earth as an interconnected system, the impact of humans on natural systems, cultural and societal contexts of environmental problems, and the development of practices that will ensure sustainable systems. This course may be taken through Scales Mound High School class offerings with significant lab experiences and if not available, through an online learning platform.

AP CHEMISTRY

Grade 11, 12	1 Year	1.0 Credit	<i>Prerequisite:</i> Chemistry and Algebra II
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Following the curricula recommended by the [College Board](#), AP Chemistry courses usually follow high school chemistry and second-year Algebra. Topics covered may include atomic theory and structure; chemical bonding; nuclear chemistry; states of matter; and reactions (stoichiometry, equilibrium, kinetics, and thermodynamics). AP Chemistry laboratories are equivalent to those of typical college courses. This course may be taken through Scales Mound High School class offerings with significant lab experiences and if not available, through an online learning platform.

AP PHYSICS

Grade 11, 12	1 Year	1.0 Credit	<i>Prerequisite:</i> Physics
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AP Physics B courses are designed by the [College Board](#) to parallel college-level physics courses that provide a systematic introduction to the main principles of physics and emphasize problem-solving without calculus. Course content includes mechanics, electricity and magnetism, modern physics, waves and optics, and kinetic theory and thermodynamics. This course may be taken through Scales Mound High School class offerings with significant lab experiences and if not available, through an online learning platform.

SOCIAL STUDIES Courses

AMERICAN HISTORY

Grade 9	1 Year	1 Credit	<i>Prerequisite:</i> NONE
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This course is designed to provide students with an understanding of historical events, people, and movement shaping the history of the United States. Students will examine the political, social, economic, and philosophical changes in the United States from 1800 through the present. The use of primary and secondary source documents, analysis of historical events and trends is used to develop a deeper understanding of United States history across various eras.

GOVERNMENT

Grade 11,12	1 Semester	.50 Credit	<i>Prerequisite:</i> American History
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This course will develop an understanding of rights and responsibilities as described in the United States and Illinois Constitutions. Local, county, state, and federal government and government offices will be studied. Topics discussed will include forms of government systems, the history, and writing of the U.S. Constitution, the development of the United States political parties, the impact individual people have on the government, and the role interest groups play in our government. Students will learn about the powers given to each branch of government; including checks and balances on each branch. This course will be taught through lecture, discussion, video, primary and secondary source documents, individual projects, and group activities. In addition, the students will be responsible for passing exams covering the United States and Illinois Constitutions.

CIVICS

Grade 11, 12	1 Semester	.50 Credit	<i>Prerequisite:</i> American History; Government
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The curriculum will prepare students to be competent and responsible citizens; to understand the Democratic processes and political systems; discuss current and controversial issues; describe etiquette of our national anthem/symbols/pledge as well as participate in service-learning simulations of the democratic process. Students will learn the States electoral process and their responsibility as a United States citizen. Students will analyze the impact of the Constitution and laws to maintain order, justice, equality, and liberty. The course will be taught through discussion, simulations, group, and individual projects, including a service-learning component.

CULTURAL GEOGRAPHY

Grade 9, 10, 11, 12	1 Semester	1.0 Credit	<i>Prerequisite:</i> NONE
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This course curriculum focuses on developing global perspectives, understanding human interaction, and the world in which we live. Students will develop a global understanding by studying different cultures, economic and political systems, use of resources, global issues, art, music, education, traditions, festivals and celebrations, gender roles, societies, and religious practices. The course will be taught as two-semester courses through discussion, online resources, media resources, individual/group projects, exploratory units, and possible online networking.

WORLD HISTORY

Grade 10, 11, 12	1 Year	1 Credit	<i>Prerequisite:</i> American History
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This course will describe the development of the present world by examining the changes in politics, science, society, economics, and philosophies from the past. Units will include the following topics: the beginnings of western civilization, the development of Asian Dynasties, the heritage of the Middle Ages and Asian cultures, the emergence of modern Europe, the expansion of European influence throughout the world, the impact of the World Wars and totalitarianism, and the post-World War era. The course will be taught as two-semester courses through discussion, online resources, media resources, individual/group projects, and exploratory units.

ILLINOIS HISTORY

Grade 10, 11, 12	1 Year	1.0 Credit	<i>Prerequisite:</i> American History
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This course focuses on the state of Illinois' past and present. General topics include: the early period, statehood, 1800's, Chicago, Jo Daviess County, Galena, Scales Mound, people who had a significant impact on Illinois History, and Illinois today. The course makes students aware of how important it is to be a citizen of Illinois and Jo Daviess County.

CONTEMPORARY ISSUES

Grade 10, 11, 12	1 Semester	.50 Credit	<i>Prerequisite:</i> American History
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This course is designed to describe current issues and modern social problems facing the world today or in recent history. Units covered include world and local news, changing political views in society, and social issues or changes facing today's society. The course will utilize media resources, inquiry-based learning, primary source documents, discussion, and individual/group projects.

INTRODUCTION TO SOCIOLOGY

Grade 11, 12	1 Semester	.50 Credit	<i>Prerequisite:</i> NONE
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Sociology is the study of people in 'groups'. It is the goal of the course to understand how social systems form and develop over time. Students will compare characteristics of culture as reflected in language, literature, the arts, traditions, and institutions. This course will be taught through lectures, discussions, publications, videos, individual projects, and group activities.

INTRODUCTION TO PSYCHOLOGY

Grade 11, 12	1 Semester	.50 Credit	<i>Prerequisite:</i> NONE
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Psychology is the study of individual 'human organisms'. This introductory course deals with basic human physiology and human mental development. It is a survey course briefly examining the topic of the history of psychology, physiology, development, sensation, perception, motivation, personality, and intelligence. This course will be taught through lectures, discussions, publications, videos, individual projects, and group activities.

HISTORY AND CONTEMPORARY WORKS

Grade 10, 11, 12	1 Semester	.50 Credit	<i>Prerequisite:</i> American History
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History and Contemporary Works will focus on events in history and issues in society through an in-depth study of contemporary works. The class will be taught through the use of lectures, historical facts, primary source documents, fiction and nonfiction readings, and film depicting historical events. Class activities will include research, inquiry-based learning, and writing activities.

AP PSYCHOLOGY

Grade 11, 12	1 Year	1 Credit	<i>Prerequisite:</i> Strong performance in previous Science and Social Studies coursework
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AP Psychology provides an overview of current psychological research methods and theories. Students will explore the therapies used by professional counselors and clinical psychologists and examine the reasons for normal human reactions: how people learn and think, the process of human development and human reactions, gather information, and form meaningful syntheses. Along the way, students will also investigate relevant concepts like study skills and information retention. The equivalent of a 100-level college survey course, AP Psychology prepares students for the AP exam and for further studies in psychology and life sciences. This course has been authorized by the [College Board](#) to use the AP designation. This course is offered through online learning platform.

AP U.S. HISTORY

Grade 10, 11, 12	1 Year	1 Credit	<i>Prerequisite:</i> Strong performance in previous Social studies coursework
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In AP U.S. History, students investigate the development of American economics, politics, and culture through historical analysis grounded in primary sources, research, and writing. The equivalent of an introductory college-level course, AP U.S. history prepares students for the AP exam and for further study in history, political science, economics, sociology, and law. Through the examination of historical themes and the application of historical thinking skills, students learn to connect specific people, places, events, and ideas to the larger trends of U.S. history. Critical-reading activities, feedback-rich instruction, and application-oriented assignments hone students' ability to reason chronologically, to interpret historical sources, and to construct well-supported historical arguments. Students write throughout the course, responding to primary and secondary sources through journal entries, essays, and visual presentations of historical content. In discussion activities, students respond to the positions of others while staking and defending claims of their own. Robust scaffolding, rigorous instruction, relevant materials, and regular opportunities for active learning ensure that students can achieve mastery of the skills necessary to excel on the AP exam. This course has been authorized by the [College Board](#) to use the AP designation and is offered through an online learning platform.

AP US GOVERNMENT AND POLITICS

Grade 10, 11, 12	1 Year	1 Credit	<i>Prerequisite:</i> Strong performance in previous Social studies coursework
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Following the [College Board's](#) suggested curriculum designed to parallel college-level U.S. Government and Politics courses, these courses provide students with an analytical perspective on government and politics in the United States, involving both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. The courses generally cover the constitutional underpinnings of the U.S. government, political beliefs and behaviors, political parties and interest groups, the institutions and policy process of the national government, and civil rights and liberties. This course is offered through an online learning platform.

WORLD LANGUAGES Courses

SPANISH I

Grade 9, 10, 11, 12 (9, 10 preferred due to consecutive course progression)	1 Year	1.0 Credit	<i>Prerequisite:</i> NONE
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This course focuses on acquiring some of the most high frequency words in the Spanish language. In this class we will read and listen in Spanish and students will respond as they are able. The focus will be on comprehension, with loads of input provided to students with minimal output expected. Students will begin building a foundation for the language in Spanish I and will continue to build upon it in all future years of Spanish. It is imperative that students take ownership of the class and meet the objectives from the beginning so that if they wish to continue their Spanish career, they have a strong foundation to continue building upon.

SPANISH II

Grade 10, 11, 12	1 Year	1.0 Credit	<i>Prerequisite:</i> Successful completion of Spanish I
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This course is a continuation of Spanish I and it is highly recommended that they be taken consecutively. This course picks up where we left off in Spanish I, with the addition of free-choice reading and an emphasis on the output of Spanish, more so than in level 1. Conversational skills will be practiced and enhanced, as well as reading, writing, and listening skills. Students will increase their vocabulary, which will allow them to read, write, listen, and speak about more topics in the target language.

SPANISH III

Grade 11, 12	1 Year	1.0 Credit	<i>Prerequisite:</i> 'C' year-long average in Spanish II or teacher recommendation
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This course continues to focus on language acquisition and requires more listening and conversation in the target language. The class will be conducted largely in Spanish. Comprehension of the Spanish language is greatly expanded through the reading of whole-class novels written entirely in Spanish, as well as story creations, song studies, and legends.

SPANISH IV

Grade 12	1 Year	1.0 Credit	<i>Prerequisite:</i> 'C' year-long average in Spanish III or teacher recommendation
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Spanish IV will enhance all the skills of communicating in Spanish. The class will be conducted primarily in the target language. Students will read and discuss several whole-class novels. Learners will recognize and use previously acquired vocabulary and grammar while also acquiring various new concepts. Language proficiency is both informally and formally assessed through class participation, and informal dialogs. Students will be expected to know and use many of the different verb tenses in Spanish. The ultimate goal of students who take all four levels of Spanish is to understand written and spoken language and to communicate their thoughts and ideas in the target language.

Scales Mound HS/Highland Community College

DUAL CREDIT Courses

SMHS students have the opportunity to enroll in the [Highland Community College](#) Dual Credit courses offered at Scales Mound High School. Dual Credit students, who are in their junior or senior year (with a minimum 2.5 GPA) can participate in this unique partnership between HCC and Scales Mound High School. These students will complete college-level coursework (full year) and receive college credit as well as high school credit for the same course.

Students must complete all SMHS freshman and sophomore required courses (12 completed credits): which must include at least two credits of both English and Math, one credit of both Social Studies and Health and a humanities course.

Advantages of Dual Credit:

1. Provides a greater challenge for advanced students
2. Accelerates the student's progress toward a college degree
3. Reduces the cost of college for families
4. Helps achieve a productive senior year of high school
5. Allows wider access to resources and facilities
6. Helps students visualize themselves as 'college material'
7. Supports the college's efforts in expansion, student recruitment, and community service

DUAL CREDIT Courses at Scales Mound High School:

<i>Scales Mound Course Title</i>	<i>Highland CC Course Title</i>	<i>Highland CC credits earned</i>
Ag Business Management	Ag Finance AGOC 220	3.0
Animal Science	AGOC 116	3.0
Business and Tech Concepts	Intro to Business BUSN 121	3.0
Consumer Education	Personal Finance BUSN 225	3.0
Elements of Accounting	Accounting ACCT 105	3.0
Horticulture Production & Mgmt	Basic Horticulture AGOC 118	3.0
Macroeconomics	Principles of Economics I, ECON 111	3.0
Med Vet Technology	Vet Science AGOC 230	3.0
Microeconomics	Principles of Economics II, ECON 112	3.0
Welding II	Introduction to Welding, WELD 130	3.0

CAREER AND TECHNICAL EDUCATIONAL ACADEMY Courses

The [Jo Daviess-Carroll Career and Technical Educational Academy](#) offer courses to juniors and seniors. Students who are in compliance with the following criteria are eligible to enroll:

1. Students must complete all SMHS freshman and sophomore required courses: 12 completed credits, which must include at least two credits of both English and Math, one credit of both Social Studies and Science. In addition, students currently enrolled at CTE and deemed 'at risk' of not meeting graduation requirements and/or not maintaining acceptable GPA/attendance at the CTE will not be allowed to register for CTE courses.
2. Upon registering for the CTE courses, the School Counselor screens applicants and submits their findings to the CTE Committee. The CTE Committee is comprised of the school Superintendent, Principal, and Scales Mound Department Chair-person representing the subject area. Students are informed of any decisions in writing. Appeals can be made (if necessary) through the Board Vocational Committee and Superintendent - Ex Officio Member within 10 days after receiving the written notification. Further appeal may be made to the full Scales Mound Board of Education at the next regular meeting.

Students may earn 2.0-3.0 credits per year upon successful completion of the courses listed on the following pages.



CTE Academy *etc.*

Home of the Seekers!

Jo Daviess Carrol Career Technical Education (CTE) Academy FY'21 (2020-2021) Course Descriptions

Auto Technology: In the Instructor's (David Albrecht) own words:

The Automotive Technology program is an overview of the entire automobile. Each year starts with an introduction/refreshers of both tools and shop safety. This includes an OSHA 10-hour course for 1st year students. Then, we will visit all the major systems on the vehicle. This means covering but not limiting to Heating/AC, Electrical, Brakes, Steering/Suspension, Engines, Service Procedures/Workorders, etc. Students will have exposure to a range of vehicles in the shop doing "hands-on" learning over all of these systems.

CIP 47.06 Automobile/Automotive Mechanics Technology/Technician

State ID: 20001A001 Transportation Technology (1) Group 1

State Course Description

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

State ID: 20106A001 Beginning Automotive Services (1) Group 2

State Course Description

Beginning Automotive Service course emphasizes preventative auto maintenance and automobile troubleshooting. Course content typically includes tune-up, oil change, and lubrication skills; tire replacement, alignment, and balancing; and basic knowledge of brake, cooling, electrical, emission, fuel, ignition, steering, suspension, and transmission systems.

State ID: 20104A001 Automotive Technician I (3) Group 3

State Course Description

This course introduces students to the basic skills needed to inspect, maintain, and repair automobiles and light trucks that run on gasoline, electricity, or alternative fuels. Instructional units include engine performance, automotive electrical system, integrated computer systems, lubrication, exhaust and emission control, steering and suspension, fuel systems, cooling system, braking, and power train.

State ID: 20104A002 Automotive Technician II (3) Group 4

State Course Description

This course is a continuation of and builds on the skills and concepts introduced in Automotive Technician I. This course includes instructional units in alternative fuel systems, computerized diagnostics, new vehicle servicing, automotive heating and air conditioning, transmissions, testing and diagnostics, drive train and overall automobile performance.

Computer Networking and Security: In the Instructor's (Shane Grissinger) own words:

Welcome to the Computer Networking & Security (CNS) Department. Everyone knows us for computer troubleshooting and maintenance, but we offer so much more in the realm of technology. If it plugs into the wall or runs on batteries, we will service it. Devices, digital equipment, even household appliances. Additionally, we have greatly expanded our 3D Printing & Design section to include Modeling and Prototyping for those concepts you have locked away that can now be taken from concept to reality! We have something for everyone! You will not be stuck behind a desk. CNS is "hands-on" with real-world skills every day.

CIP 11.0202 Computer Programming, Specific Applications

State ID: 10004A001 Computer Concepts and Software Applications (1) Group 2

State Course Description

Computer Concepts and Software Applications is an orientation-level course designed to develop awareness and understanding of application software and equipment used by employees to perform tasks in business, marketing and management. Students will apply problem-solving skills to hands-on, real-life situations using a variety of software applications, such as word processing, spreadsheets, database management, presentation software, and desktop publishing. Students will explore topics related to computer concepts, operating systems, telecommunications and emerging technologies. The development of employability skills, as well as transition skills, will be included in the course as well as an understanding of the ethical considerations that arise in using information processing equipment and gaining access to available databases.

State ID: 10152A001 Computer Operations and Programming I (3) Group 3

State Course Description

Computer Operations and Programming I is the first of two skill-level courses designed to develop computer programming and program design skills through the use of various programming languages such as Visual Basic, C#, Java, and other object-oriented languages. Students will be exposed to the fundamentals of system analysis and design (e.g. flowcharting, diagramming, system design and planning), and the systems development life cycle. Instruction will include basic programming tools that are common to many programming languages. These may include items such as input/output statements, constants, assignment statements, string and numeric variable types, conditional processing, and branching and looping control structures. Students will learn programming techniques such as counting, averaging, rounding, and generation of random numbers to develop a good programming technique. Students will apply what they learn to create programs and applications that solve real world business related problems. Students will create programs to store, locate and retrieve data.

State ID: 10152A002 Computer Operations and Programming II (3) Group 4

State Course Description

Computer Operations and Programming II is a skill-level course for students who have completed Computer Operations and Programming I. Students will use procedural and object-oriented programming languages such as Visual Basic, C# and Java. Students will learn programming concepts such as inheritance and polymorphism, advanced data handling (pointers, arrays, strings, and files), and common algorithms (recursion, searching and sorting). Students will be able to write, compile, run, test, debug and modify programs and applications that solve real world problems. Problem examples may include tracking inventory, scheduling rooms and facilities, accessing information and performing calculations.

CIP 11.0901**Computer Systems Networking and Telecommunications**

State ID: 10102A001 Computer Networking I (3)

Group 3

State Course Description

Computer Networking I is a skill-level course designed to provide students with the skills needed to setup, configure, test, troubleshoot, maintain, and administer a data network using various network operating systems such as Novell, Windows, and Linux. Instruction will include network planning decisions, such as choosing an appropriate network configuration, determining the performance level requirements considering the differences among operating systems, and recommending network interface cards and cabling. Students will also learn how to setup and manage file systems and resources, and network topologies, protocols, and system utilities to efficiently run software applications on a network. Students will learn to use basic operating system commands, install and configure networks, set up user accounts and rights, and establish user security and permissions.

State ID: 10102A002 Computer Networking II (3)

Group 4

State Course Description

Computer Networking II is a skill-level course for students who have completed Computer Networking I. Students will continue to learn skills to set up, configure, test, troubleshoot, maintain, and administer a data network using various network operating systems such as Novell, Windows, and Linux. Students will learn to use troubleshooting services, system monitoring utilities, and data backup and recovery systems. Instruction will include setting up and configuring various network services such as TCP/IP, DHCP, DNS, VPN, terminal services, e-mail, content filtering, and web services. Students will learn techniques to secure and protect network servers and data. Students will be introduced to some basic concepts regarding web server configuration. Students will also learn to use standard software tools to determine system vulnerabilities and correct these vulnerabilities by reconfiguring the operating system. Students will diagnose network problems using public domain network sniffers such as Ethereal. Instruction will include setting up and configuring a firewall, intrusion detection system, and encryption software for identifying and preventing potential network attacks.

CIP 47.0104**Computer Installations and Repair Technology/Technician**

State ID: 10252A001 Computer Maintenance I (3)

Group 3

State Course Description

This course is designed to provide students with the skills needed to install, setup, configure, test, troubleshoot, and maintain, personal computers and peripherals. Instruction includes assembling, maintaining, and upgrading personal computers. Students learn how to install, upgrade, and troubleshoot various hardware components such as motherboards, hard drives, CD- ROMS, memory, power supplies, video cards, sound cards, and network cards. Students install and configure various desktop operating systems such as Windows, Apple, and Linux. The course includes adding and removing software programs, installing and updating system drivers, creating startup and recovery disk, and updating the BIOS and CMOS. Students learn to conduct preventive maintenance and perform system backups, data transfer, and recovery routines as well as use diagnostic utilities to troubleshoot hardware and software problems. Students also learn how to disassemble, clean, troubleshoot, and reassemble peripherals such as printers.

State ID: 10252A002 Computer Maintenance II (3)

Group 4

State Course Description

This course builds on the skills introduced in Computer Maintenance I. Students learn how to connect and install multiple computers and peripherals together to create a computer network. Students build, configure, and maintain network servers along with installing and configuring various network operating systems such as Novell, Windows, and Linux. Students learn to use troubleshooting services, system monitoring utilities, and data backup and recovery systems. Other topics include learning how to connect various network components such as servers, computers, and printers together using data cabling, hubs, and switches. Students learn to run, terminate, and troubleshoot data cabling. In addition, students learn how to install and upgrade software across the network, as well as

map drives and share resources such as printers, software, and files. The course includes setting up and configuring various network services such as TCP/IP, DHCP, DNS, VPN, terminal services, e-mail, and web services. Students learn how to secure and protect network servers and data as well as setting up and configuring a firewall, intrusion detection system, and encryption software for identifying and preventing potential network attacks.

Construction Technology: In the Instructor's (William Connor) own words:

This course provides an introduction to residential and commercial construction. A very, "hands-on" course with the almost daily use of hand tools, power tools, and building equipment. We cover a broad range of topics related to the construction industry. You will learn carpentry and building practices as well as tool and job site safety. You will work both in a comprehensive classroom/shop and on inside/outside job sites on a multitude of projects.

CIP 46.0000 Construction Trades

State ID: 17002A001 Construction Trades I (3)

Group 3

State Course Description

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

State ID: 17003A001 Carpentry I (3)

Group 3

State Course Description

This course is designed to introduce students to the Carpentry/Carpenter occupation. Students are instructed in areas of safety, including hand tool, power tool, ladder, scaffolding and the use of safety harnesses. Students are introduced to the theoretical knowledge needed to lay out rafter, stairs, and basic framing techniques. Students demonstrate knowledge of blueprint reading, including foundations, concrete, floor plans, specification schedules, and electrical, plumbing and mechanical symbols. Students demonstrate entry-level skills in all facets of residential construction. Technology-related mathematics, reading, writing, vocabulary, blueprint reading, and science are integrated throughout the curriculum.

State ID: 17005A001 Drywall Installation I (3)

Group 4

State Course Description

This course provides experiences related to the fastening of drywall panels to the inside framework of residential, commercial, and other buildings, and preparing these panels for painting by taping and finishing joints and imperfections. Planned learning activities allow students to become knowledgeable in fundamental principles and methods. Students develop technical skills related to drywall handling, drywall fastening, drywall taping, and drywall sanding. Instruction includes safety principles and practices, recognition of standard lumber sizes, estimating materials, building concepts and procedures, local state, and national building codes, and blueprint reading.

State ID: 17011A001 Wall Finishing I (3)

Group 2

State Course Description

This course provides students with experiences related to the painting and wall covering industry. Introductory experiences consist of finishing both exterior and interior surfaces, mixing, blending, and the proper techniques in applying paints, lacquers, enamels, and varnishes. Students learn to use hand tools in removing old surfaces and preparing new surfaces. Safety and care in handling materials are emphasized in this course. Skills introduced include safety, preparation of surfaces for painting, wall-coverings, concrete finishing, plaster finishing, finishing surfaces, filling holes and cracks, applying primer, and sealing wood surfaces.

State ID: 17002A002 Construction Trades II (3)**Group 4****State Course Description**

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

State ID: 17003A002 Carpentry II (3)**Group 4****State Course Description**

This course provides learning experiences related to the erection, installation, maintenance and repair of building structures and related utilities. Students are instructed in areas of safety, including hand tool, power tool, ladder, scaffolding and the use of safety harnesses. Students demonstrate knowledge of exterior trim and finishes, energy conservation in residential construction, and design of stairs and rafter building. Students gain knowledge of planning and zoning regulations and building codes. Students are introduced to estimating both materials and construction costs, and demonstrate basic knowledge in applying drywall materials, stair-building skills, designing and erecting wall partitions, applying roofing materials, and installing common siding and interior finish. Technology-related mathematics, reading, writing, vocabulary, blueprint reading, and science are integrated throughout the curriculum.

Cooperative Education: In the Instructor's (Anna Pintozzi) own words:**CIP 10.0301 Cooperative Education****State ID: 22153A001 Cooperative Education (3)****Group 5****State Course Description**

Cooperative Education is a capstone course designed to assist students in the development of effective skills and attitudes through practical, advanced instruction in school and on the job through cooperative education. Students are released from school for their paid cooperative education work experience and participate in 200 minutes per week of related classroom instruction. Classroom instruction focuses on providing students with job survival skills and career exploration skills related to the job and improving students' abilities to interact positively with others. For skills related to the job, refer to the skill development course sequences, the task list or related occupational skill standards of the desired occupational program. The course content includes the following broad areas of emphasis: further career education opportunities, planning for the future, job-seeking skills, personal development, human relationships, legal protection and responsibilities, economics and the job, organizations, and job termination. A qualified career and technical education coordinator is responsible for supervision. Written training agreements and individual student training plans are developed and agreed upon by the employer, student and coordinator. The coordinator, student, and employer assume compliance with federal, state, and local laws and regulations.

Criminal Justice/Law Enforcement: In the Instructor's (Mike Kuzniar) own words:

This course is designed to provide the student with a general overview of criminal justice/law enforcement in the United States including a historical perspective. The course involves "hands-on" learning with a focus on keeping-up with the new technology that has been introduced to criminal justice/law enforcement (CJ/LE) including drones, virtual reality googles, simulators, personal protective equipment (PPE), etc. The course is tailored to the interests of the students and CJ/LE occupations. The course takes advantage of the Instructor's professional experience and includes unsolved crimes; a Crime Scene Investigation (CSI) classroom; and crisis intervention/de-escalation procedures and techniques.

CIP 43.0107 Criminal Justice/Police Science

State ID: 15054A001 Law Enforcement I (3)

Group 3

State Course Description

This course is designed to prepare students to enter the fields of law enforcement and the criminal justice system. Instruction includes the history of law enforcement and the legal system, report writing and record-keeping, criminal investigation techniques, and routine police procedures. Students learn how to use communications and dispatch equipment, perform proper search and seizure techniques, conduct basic criminal investigations, and execute correct pursuit and arrest procedures. Instruction also includes patrolling techniques, private security operations, traffic investigations, and community relations.

State ID: 15054A002 Law Enforcement II (3)

Group 4

State Course Description

This course provides experiences for students in basic investigative techniques for crimes against people and property. Learning activities emphasize the development of more advanced knowledge and skill than those provided in Law Enforcement I. Units of instruction include how to conduct a preliminary investigation and protect a crime scene, collect and preserve physical evidence including dusting latent prints, casting, fingerprint classification, and the use of portable crime laboratory equipment. Students learn how to conduct interviews, complete police reports, use police equipment, and testify in court. Instruction also includes traffic control, personal security, and law enforcement administration.

CIP 43.0109 Security and Loss Prevention

State ID: 15102A001 Security Services (3)

Group 3

State Course Description

Security Services courses provide instruction regarding the safety and security of buildings and facilities and may extend these lessons to include the security and safety of one's self and other human beings.

State ID: 15052A001 Corrections (3)

Group

4

State Course Description

This course will provide instruction regarding the principles and techniques used by institutions that incarcerate, rehabilitate, and monitor people accused or convicted of crimes. Course topics vary and may include (but are not limited to) protective services; correction, judicial, and probation service; public administration; and social work.

Early Childhood Education: In the Instructor's (Stacy Kloss) own words:

This course includes the study of growth and development of young children birth to age 8. Types of early childhood programs; teaching methods and procedures; roles of the childcare professional; and working with young children and families. This program provides preparation for working with children in a group setting. Several career interests when taking this course would be: preschool teachers, teacher's aides, elementary teachers, special education, speech/OT therapists and social workers. This course allows students to work directly with children in an on-site learning lab; Little Learners Academy four (4) days a week and or a designated off-site opportunity. This course has the option to be linked as dual-credit with Highland Community College Course ECE206 Creative Activities for Young Children. Students will work towards the completions of: Early Childhood Education Level I credential through Gateways to Opportunities of Illinois; Mandated Reporter Training; First-Aid/CPR/AED; Sudden Infant Death Syndrome Training; Shaken Baby Syndrome Training; and Food Handlers Certification.

CIP 19.0709 Child Care Provider/Assistant

State ID: 19052A001 Child Development and Parenting (1) Group 2

State Course 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.

State ID: 19055A001 Care and Learning Services Management (3) Group 3

State Course Description

This course emphasizes the skills associated with the administration of the infant, child and adult care facilities and education centers. Skills, strategies and issues related to caring for infants and special needs children and adults, where applicable, are included. Emphasis is placed on career opportunities, communication skills, human relations and the service needs of clients in the occupational area. The major learning experiences will involve actual work with children and/or adults in facilities simulating those found in the workplace/industry, and discussion of the situations and problems that arise during the learning experiences. State licensing and certification requirements and regulations related to all-aspects of care and education are stressed throughout the course. Careers in the occupational area will be investigated, including entrepreneurship.

State ID: 19054A001 Care and Learning Services Occupations (3) Group 2

State Course Description

This course provides students with information and practical experiences needed for the development of competencies related to child/adult care, day care, and other education services occupations. Laboratory experiences, either in a school-based or worksite learning facility, are included throughout the class. Students meet standards in developing programs and assisting with children's and/or adult's activities. Classroom study includes the philosophy and management of care centers and the state and local regulations governing care-giving operations. The learning experiences will involve working with children/adults simulating those found in business and industry, as well as preparation for developing and facilitating these activities.

State Course Description

This course introduces students to the field of family and consumer sciences and the many career opportunities available in this broad field. The course includes theory and laboratory experiences in the following content areas: Nutrition and culinary arts; textiles and design; family, career, and community leadership development; resource management; human development and life-long learning; facility design, care, and management; and interpersonal relationships and life management skills.

State Course Description

This course focuses on the development and wellness of individuals and families throughout the life cycle. Topics include human development and wellness theories, principles, and practices; life cycle expectations and issues, including biological, physiological, social, and psychological needs and concerns of aging adults; community services, agencies, and resources; roles, responsibilities, and functions of families, family members and caregivers; family issues, including ethics, human worth and dignity, change, stress, neglect and abuse, and care of the care-giver; individual and family wellness planning; and fostering intergenerational relationships. Practical experiences related to these topics are included through a variety of activities such as volunteer experiences, service learning, and intergenerational event planning opportunities. Information on a variety of human and family services careers is incorporated throughout the course.

Graphic Communications: In the Instructor's (Nicole Koester) own words:

Graphics Communications I is dedicated to the exploration of our ever changing world through the lens of aesthetic awareness, creativity, and ability. This class teaches students the baseline skills needed for a professional art career. It is an introductory exposure to a wide range of programs and materials. Students will learn intro level skills in Adobe Photoshop, Illustrator, InDesign, digital photography, fine art, critique skills, portfolio assembly, resume writing, artist statement creation, as well as constant work on critical thinking, teamwork, and overall professionalism. Graphics Communications II is dedicated to the exploration of our ever changing world through the lens of aesthetic awareness, creativity, and ability. This class teaches students the advanced skills needed for a professional art career. It is a platform for students to hone their specific interests and style, while advancing to professional ability. Students will learn intermediate to advanced level skills in Adobe Photoshop, Illustrator, InDesign, digital photography, fine art, critique skills, portfolio assembly, website creation, resume writing, artist statement creation, as well as constant work on critical thinking, teamwork, and overall professionalism. Second year students are expected to display leadership skills and assist their peers as needed.

CIP 10.0301 Graphic Communications, General**State Course Description**

Graphic Communications I provides learning experiences common to all graphic communications occupations. Instruction should include use of color, balance and proportion in design; three-dimensional visualization; sketching; design procedures; layout; selection of type styles; selection of appropriate drawing tools and media; and the use of the computer as a communication tool. Planned learning activities will allow students to become knowledgeable of fundamental principles and methods and to develop technical skills related to the graphic arts industry.

State ID: 11154A003	Beginning Graphic Communications (1)	Group 2
State Course Description		
Beginning Graphic Communication course will teach students to use artistic techniques to effectively communicate ideas via illustration and other forms of digital or printed media. Topics covered may include concept design, layout, paste-up and techniques such as engraving, etching, silkscreen, lithography, offset, drawing, collage and computer graphics.		
State ID: 11155A001	Commercial and Advertising Art 1 (3)	Group 3
State Course Description		
This course is designed to provide students with the skills needed for a career in the fields of advertising, commercial art, graphic design, website development, and graphic illustrator. Students learn to apply artistic design and layout principles along with text, graphics, drawing, rendering, sound, video, and 2D/3D animation integration to develop various print, video, and digital products. Students use hardware and software programs to create, manipulate, color, paint, and layer scanned images, computer graphics, and original artwork. Students use hardware and software to capture, edit, create, and compress audio and video clips. Students use animation and 2D/3D hardware and software to create animated text, graphics, and images. Students apply artistic techniques to design and create advertisements, displays, publications, technical illustrations, marketing brochures, logos, trademarks, packaging, video graphics, and computer-generated media.		
State ID: 11002A001	Communication Technology (1)	Group 1
State Course Description		
Communication Technology is a course designed to foster an awareness and understanding of the technologies used to communicate in our modern society. Students gain experience in the areas of design and drafting, radio and television broadcasting, computers in communication, photography, graphic arts, and telecommunications.		
State ID: 11154A002	Graphic Communications II (3)	Group 4
State Course Description		
Graphic Communications II provides learning experiences related to the tools, materials, processes and practices utilized in the printing industry. Instruction is provided in industrial safety; stencil preparation and duplicating equipment operation; print screen preparation and printing; machine typesetting; ink and color preparation; assembly, binding, and trimming operations; layout, digital paste up and copy preparation. In addition the course provides the student with learning experiences in the use of cameras and photographic equipment, development and processing of photographic negatives and prints, negative stripping and related platemaking procedures, photocomposition, photoengraving, lithography, and offset presswork. Use of the computer in graphic arts occupations should be emphasized.		
State ID: 11155A002	Commercial and Advertising Art II (3)	Group 4
State Course Description		
This course continues to build on the concepts and skills introduced in Commercial and Advertising Art I. In addition to expanding on the activities explored in Commercial and Advertising Art I, students work in a project-based environment to create a variety of interactive online and CD/DVD-based products such as web sites, catalogs, publications, marketing materials, presentations, and educational/training programs. Students create dynamic web pages and sites using HTML, HTML editors, and graphic editors. Students create graphic sketches, designs, and copy layouts for online content. Instruction includes how to determine size and arrangement of illustrative material and copy, select style and size of type, and arrange layout based upon available space. Students learn how to capture and edit images, sound, and video, and combine them with text and animation. Instruction includes client interviewing skills, product proposal development, and product presentation techniques. Students also learn how to create a product portfolio.		

Health Occupations: In the Instructor's (Karen Koester) own words:

This program prepares the student for bedside care of patients under the supervision of an RN or LPN. Clinical experience in a nursing home includes physical and social rehabilitation of the aged. Emphasis is placed on the why and how of basic procedures relative to patient care. Students will complete 120 hours of theory and skills training in the school lab and at least 40 hours of clinical experience and are eligible to take the state examination and become a "Certified Nursing Assistant."

This program gives the students the opportunity to explore multiple health occupations through exploration and skills training in the school lab and job shadowing/touring of local health care facilities.

This course covers basic medical terminology for students planning to enter the healthcare occupations. The student will also complete a study of basic medical math, an individualized career study project, a health issues term paper and participate in an internship/shadow program with local health facilities.

You can learn Stop the Bleed, First Aid, and become CPR certified.

CIP 51.3902 Nursing Assistant/Aide and Patient Care Assistant/Aide

State ID: 14059A001 Geriatric Aide (3)

Group 4

State Course Description

Geriatric Aide courses provide students with knowledge and understanding of the processes of adult development and aging. The geriatric aide course is composed of a combination of subject matter and learning activities designed to prepare a person to perform simple tasks involved in the personal care of elderly individuals receiving nursing services. These tasks are performed under the supervision of a licensed practical nurse or registered nurse. Topics covered may include the study of the biological, economic, psychological, social, health, and special nutritional needs; fitness and maintenance of body processes; aspects of the aging process; activities of daily living; rehabilitation activities; diagnostic and treatment procedures; patient/client care procedures; and special nursing care needs of the elderly.

State ID: 14001A001 Orientation to Health Occupations (1)

Group 1

State Course Description

The course should expose students to the variety of opportunities available within the healthcare industry (e.g., such as nursing, therapy, vision and dental care, administrative services, and lab technology), which should include classroom and community-based activities. The main purpose of this course is to assist students in further development of their self-concept and in matching personal abilities and interest to a tentative career choice. The suggested course content should provide in-depth information into health occupations careers and trends, the occupational and educational opportunities, and the educational, physical, emotional, and attitudinal requirements.

State ID: 14051A001 Nursing Assistant I (3)

Group 3

State Course Description

The course is composed of a combination of subject matter and experiences designed to perform tasks of individuals receiving nursing services. The student learns those competencies needed to perform as a nurse assistant under the direction of the registered nurse. The units of instruction should include the role of the nurse assistant while covering general health care topics; medical terminology; patients/clients and their environment; special feeding techniques; psychological support and, in long-term and terminal illness, death and dying (e.g., chronically ill, children, new mothers, and so on); and all other basic nursing skills. Topics covered typically include normal growth and development; feeding, transporting patients, hygiene, and disease prevention; basic pharmacology; first aid and CPR; observing and reporting; care of equipment and

supplies; doctor, nurse, and patient relationships and roles; procedure and policies; medical and professional ethics; and care of various kinds of patients. In order to have an approved nurse assistant program (one in which the students are eligible to sit for the certifying exam), the program must be approved by the Illinois Department of Public Health and meet all applicable requirements contained in 77 Illinois Administrative Code Part 395.

State ID: 14002A002 Health Occupations Introductory Skill Development (3) Group 2

State Course Description

This course provides students with a core of knowledge of the healthcare industry and helps refine their health care -related knowledge and competencies/skills. Students will develop cognitive and affective skills and formulate a strong foundation for introductory skill development. Competencies taught usually include (but are not limited to) medical terminology; health care industry and culture; health care delivery practices; health care industry ethics; health professions licensure; emergency response; health care confidentiality; health care personnel and roles; health care sanitation; and health care rules and regulations as defined in the Illinois Recommended Technical and Essential Employability Competencies for College and Career Pathway Endorsements.

State ID: 14154A001 Medical Terminology (1)

Group 2

State Course Description

Medical Terminology courses students learn how to identify medical terms by analyzing their components. These courses emphasize defining medical prefixes, root words, suffixes, and abbreviations. The primary focus is on developing both oral and written skills in the language used to communicate within health care professions.

State ID: 14002A002 Health Occupations Introductory Skill Development (3) Group 2

State Course Description

This course provides students with a core of knowledge of the healthcare industry and helps refine their health care -related knowledge and competencies/skills. Students will develop cognitive and affective skills and formulate a strong foundation for introductory skill development. Competencies taught usually include (but are not limited to) medical terminology; health care industry and culture; health care delivery practices; health care industry ethics; health professions licensure; emergency response; health care confidentiality; health care personnel and roles; health care sanitation; and health care rules and regulations as defined in the Illinois Recommended Technical and Essential Employability Competencies for College and Career Pathway Endorsements.