

LITCHFIELD HIGH SCHOOL
Course Planning Handbook
2018-2019

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USING YOUR COURSE PLANNING HANDBOOK

This handbook has been prepared to acquaint you and your parents with the educational programs offered at Litchfield High School. It contains complete information about requirements for graduation, policies relative to college admission, up-to-date information about course offerings, and suggested sequence of studies. The first few sections of this handbook contain descriptive statements of all courses offered. The points stressed in these statements are:

1. The nature of the subject under consideration
 2. The length of the course
 3. The amount of credit awarded for successful completion of the course
 4. The grade level(s) offered
 5. The prerequisites* for the subject
- *(Requirements needed ahead of time)

After careful study of this section, you should heed the advice of your parents and counselor in order to make an intelligent selection of subjects. Try to map out a plan for all four years (Use the page in the handbook for that purpose). Although it is allowable to change your plan or program due to a change of interest, it is always good to have a plan (goal) in mind. When developing your four year plan, you should keep two goals in mind: (1) should be to develop a four year plan that will get you the very most out of your education at LHS, and (2) should be to develop a plan that will prepare you for life-long learning after leaving LHS. Please review the information on these next few pages so you and your parents are better informed in selecting courses necessary to complete your plan wisely.

PROGRAM OF STUDY

Careful review of the list of courses on the following pages when planning our program is essential. Plan your remaining high school career each year by reviewing these course offerings. Two definitions to keep in mind as you read the course offerings and their descriptions:

ELECTIVE – Courses that may be taken for the credit listed but are not required for graduation.

REQUIRED – Courses required by either the State of Illinois or the Litchfield Board of Education, which **MUST** be successfully completed (passed) before graduation.

GRADUATION REQUIREMENTS

The number of credits required for graduation is 25 credits.

Following are the course of requirements for graduation:

Consumer Ed.	1 semester
Driver's Ed. Classroom	1 semester
English	8 semesters
Health	1 semester
Math	6 semesters
Music, Art, Foreign Language, or Vocational Ed.	2 semesters
Physical Education	8 semesters
Science	4 semesters
U.S. History	2 semesters
Govt (Class of 2019)	1 semester
Civics (Class of 2020)	1 semester

In addition to passing the required courses, the student must pass exams on the Illinois Constitution

and the Federal Constitution. For the graduation Class of 2020, completing and passing the Senior Project is a graduation requirement. No student will be allowed to participate in the graduation ceremony unless he/she has met all graduation requirements.

Laboratory fees reflect an amount charged in the previous year for additional materials necessary in each class. Adjustments may be made as deemed necessary by the Board of Education.

REQUIREMENTS FOR VALEDICTORIAN AND SALUTATORIAN

To be selected as Valedictorian and Salutatorian, a student must have completed all of the requirements for the Honors Curriculum (see the following page), achieved a ranking of 1 or 2 respectively in the senior class, and must have completed the 11th and 12th grade years at Litchfield High School. Transfer students from non-accredited, non-certified non-public schools or from home-schooled situations are not eligible for these honors at Litchfield High School.

The student(s) with the highest G.P.A. on the weighted scale will be the valedictorian. The salutatorian will be the student(s) with the next highest G.P.A. on the weighted scale. If the only difference in G.P.A.'s is that a student has taken a study hall, early release or has tested out of a course that provides a mathematically higher G.P.A. due to a lower divisor, the students will share the honors.

HONORS CURRICULUM

- 4 years English - final 2 years at college-bound level class
- 3 years of Math, including Algebra II
- 2 years Social Studies, 1 year U.S. History
- 2 years Lab Science, 1 Life Science and 1 Physical Science
- 2 years of the same foreign language
- .5 years of Consumer Economics
- .5 years of Driver Education
- .5 years of Health
- 4 years of Physical Education or approved exemption
- 1 year from any of these areas: Art, Music, or Vocational Education

REQUIREMENTS FOR HONOR GRADUATES

To be selected as an Honor Graduate, a student, or transfer student from another accredited school, must have completed all the requirements for the honors curriculum (described above), must have achieved a 4.6 or higher cumulative grade point average, and in the case of home schooled or transfer students from non-accredited, non-certified non-public schools, must have completed the 11th and 12th grade years at Litchfield High School.

All students need 25 credits to graduate.

CREDITS FOR CLASS MEMBERSHIP

FRESHMAN: to be classified as a freshman, you must have completed 8th grade. (0-3.25 credits)

SOPHOMORE: to be classified as a sophomore, you must have 3.5 – 10.75 credits.

JUNIOR: to be classified as a junior, you must have 11 – 17.75 credits.

SENIOR: to be classified as a senior, you must have 18 credits.

GENERAL COURSE OF STUDY

Below is a listing of the typical course selections most students will choose from when developing their four year plan. However, a student's academic ability and career pathway should seriously be considered when selecting courses. Always refer to the GRADUATION REQUIREMENTS when developing your plan.

FRESHMAN

English
Math
Science
Physical Education
Driver Education
Elective
Elective

SOPHOMORE

English
Math
Health
Physical Education
Science
Elective
Elective

JUNIOR

English
U.S. History
Math
Physical Education
Civics (Class of 2020)
Elective
Elective

SENIOR

English
Consumer Ed.
Physical Education
Elective
Elective
Elective
Elective

COLLEGE PREPARATORY CURRICULUM

A student, whose educational goal is to attend a college or university, must develop the responsibilities of hard work and careful planning very early in high school if acceptance or entry in the "school of choice" is to be a reality. A student should always check with the college or university on requirements necessary to be accepted into the school of his or her choice. Currently, admission requirements for most state colleges and universities in Illinois are:

- 4 years of English
- 3 years of math – 4 years recommended
- 3 years of social studies – 4 recommended
- 3 years of lab science
- 2 years of fine arts (foreign language, art, music or vocational education)

Students entering college with deficiencies in college-preparatory subjects may be required to take additional college-level work to make up such deficiencies. These courses are taken at the expense of the student, and in some cases, no credit is awarded. The suggestion of a college-preparatory sequence of courses is not meant to make a high school student's life difficult, but rather to ensure proper preparation for current requirement trends.

Students who are definitely planning to attend a quality four-year college or university should pursue a rigorous four-year high school course plan. An example of an accelerated high school four-year course plan is listed on the following page. Please remember a student's own academic abilities and interests should be the determining factors when selecting courses and that the plan listed is for academically strong students desiring maximum college preparation prior to graduating high school.

CURRENT WEIGHTED GRADE LISTING

Eng II Honors

Eng 1500 Composition (SLU 1818 dual credit)

Eng 2350 Faith, Doubt, and Literature (SLU 1818 dual credit)

Eng 1900 Advanced Strategies of Rhetoric and Research (SLU 1818 dual credit)

CMM 1200 Introduction to Public Speaking (SLU 1818 dual credit)

Algebra II Honors

Elementary Statistics w/ Computers (SLU 1818 dual credit)

Pre-Calculus

Calculus 1 (SLU 1818 dual credit)

Advanced Environmental Science w/ Lab (SLU 1818 dual credit)

Anatomy & Physiology

Biochemistry

Botany

Organic Chemistry

Physics

Principles of Biology I (SLU 1818 dual credit)

AP US History / AP American Government are offered alternately each year.

Name (Last) _____ (First) _____ (M.I.) _____

SUGGESTED FOUR YEAR EDUCATIONAL PLAN

FRESHMAN FIRST SEMESTER	CREDIT	SECOND SEMESTER	CREDIT

CAREER GOAL _____
CREDITS: SEMESTER _____ **TOTAL** _____

SOPHOMORE FIRST SEMESTER	CREDIT	SECOND SEMESTER	CREDIT

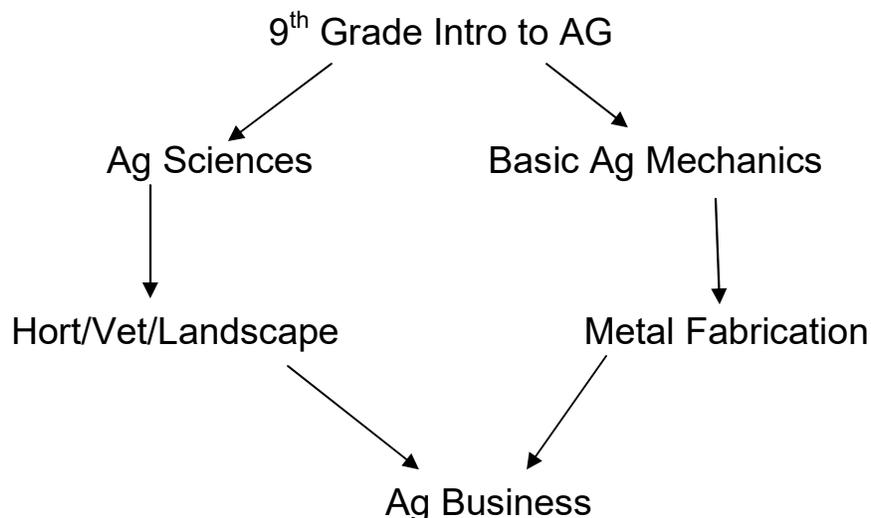
CAREER GOAL _____
CREDITS: SEMESTER _____ **TOTAL** _____

JUNIOR FIRST SEMESTER	CREDIT	SECOND SEMESTER	CREDIT

CAREER GOAL _____
CREDITS: SEMESTER _____

SENIOR FIRST SEMESTER	CREDIT	SECOND SEMESTER	CREDIT

AGRICULTURAL OCCUPATIONS COURSES



Introduction to Agriculture Industry

36 weeks, 9th grade

1 credit

18003A001

This orientation course provides an opportunity for students to learn how the agricultural industry is organized; its major components; the economic influence of agriculture at state, national and international levels; and the scope and types of job opportunities in the agricultural field. Basic concepts in animal science, plant science, soil science, horticulture, natural resources, agribusiness management, agricultural mechanics, agricultural biotechnology, food science technology, environmental science and aquaculture science and technology will be presented. Improving 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.

Agriculture Science

36 weeks, 10th

1 Science Credit

18001A001

This orientation course builds on basic skills and knowledge gained in the Agricultural Science course. Major units of instruction include advanced plant science, soil science, and animal science. Applied science and math skills and concepts will be stressed throughout the course as they relate to each area. Improving 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.

Agricultural Business Management

36 weeks, 11th – 12th grade

1 credit

18201A001

Consumer Education Credit

This course will develop students' understanding of the agricultural industry relating to the United States and world marketplace. Instructional units include: marketing and trading of agricultural products, international agriculture, imports and exports, agricultural law, taxes, governmental regulations and policies, and advanced computerized record keeping. Student skills will be enhanced in math, reading comprehension, and writing through agribusiness applications. Employability skills will be developed with resume writing and interviewing techniques to gain employment. Post-secondary education will be explored at agricultural colleges and universities. 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.

Horticulture

18 weeks, 11th – 12th grade

.5 credit
18052A001

This course is designed to develop knowledge and skills in the following areas: using soil and other plant growing media; identifying horticultural plants; propagating horticultural plants; basics of growing horticultural plants in greenhouse and nursery settings; constructing, maintaining and using plant-growing structures; operating, repairing and maintaining equipment used in the horticultural field. 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.

Introduction to Veterinary Science

18 weeks, 11th – 12th grade

.5 credit
18105A000

This course is designed to reinforce and extend students understanding of science by associating scientific principles and concepts with relevant applications in agriculture. Students will examine major phases of animal agriculture and specific biological science concepts that govern management decisions in the animal industry. Topics of study are in the areas of growth and development of animals – embryology, ethology, nutrition, immunity systems, and processing animal products – preservation, fermentation, and pasteurization. The course will be valuable preparation for further education and will increase the relevance of science through the applied setting of agriculture by enhancing literacy in science and the scientific process. 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 Agricultural Mechanics

36 weeks, 10th

1 credit
18401A001

In this course, theory and hands-on experiences provide opportunities for students to develop basic knowledge and skills in agricultural mechanics. Instructional areas include the basic fundamentals of maintaining and repairing small gasoline engines, basic electricity, welding, construction, cold metal work, and operating agricultural equipment safely. Improving workplace and computer skills will be a focus. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration and reinforcement of academic concepts.

Agricultural Metal Fabrication

36 weeks, 11th – 12th grade- **LLCC dual credit (WEL 101/103)**

1 credit
18401A002

This course will emphasize the development of basic welding and metalworking skills necessary to succeed in agricultural careers in the agricultural metal fabrication industry. Topics of instruction include: metal preparation, use of oxy-acetylene torch, arc welding, MIG welding. Improving workplace and computer 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. (Students are allowed to take semester 1 only, but must complete semester 1 prior to enrolling in semester 2.)

Landscaping and Turf Management

18 weeks, 11th – 12th grade

.5 Credit

This course focuses on the landscape, nursery, and turf segments of the horticulture industry. Units of student instruction include: identifying landscape plants, designing landscape plans, landscape construction techniques, and installing landscape plants. Also included are nursery production and

turfgrass production. Agribusiness units will cover calculating prices for work, managing a horticulture business, advertising, and sales. 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.

ART

Ceramics and Sculpture

36 weeks, 9th – 12th grade, *Lab fee required*

1 credit

05159A000

This is a beginning level 3-D art class that meets all year. Students will learn many hand building techniques to create pottery and sculpture. You will work independently to develop your artistic skills. Creativity, problem solving, and independent thinking are critical aspects in the learning process. You will not be afraid to get dirty and to work with various tools.

Drawing and Design

36 weeks, 9th – 12th grade, *Lab fee required*

1 credit

05156A000

This is a beginning level drawing class. You will learn the basics of drawing including texture, line, shape, and form. Shading will be a mastery skill you will learn before leaving this class. Many different materials will be used in your drawing experience including graphite, charcoal, pastel, ink and colored pencil. Bring a willingness to think for yourself and to problem solve.

Painting and Watercolors

36 weeks, 9th – 12th grade, *Lab fee required*

1 credit

05157A000

In this class students will learn the basics of color theory, explore art history and create many paintings! Students will learn to paint on canvas, board and many found objects. Students will learn to express their creative side and problem solving is a must. A basic skill in drawing is needed in order to be successful in this class.

Honor Art

36 weeks, 11th-12th grade, *Lab fee required*

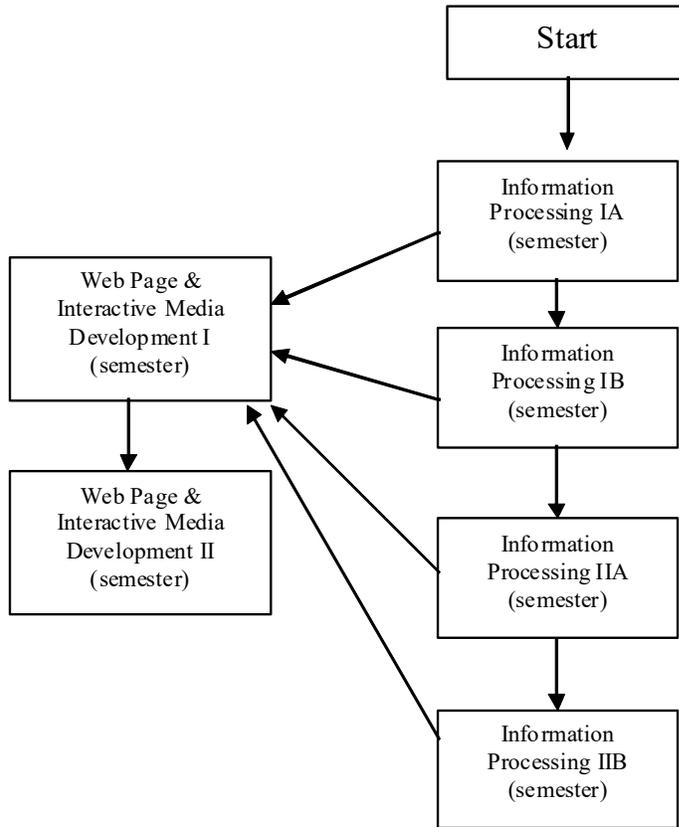
1 credit

05170A000

This is an advanced level art class for any junior or senior. This class is for the more serious art student who wants to develop their unique style and work more independently. Students will explore their talents through many media including drawing, painting, ceramics, sculpture, collage to name a few. You will be expected to try new things and to bring new ideas to the class.

BUSINESS EDUCATION

Sequence of Computer Classes



Accounting 1

36 weeks, 10th – 12th grade, *Lab fee required*

1 credit

12104A001

Accounting I is a skill level course that is of value to all students pursuing a strong background in business, marketing, and management. This course includes planned learning experiences that develop initial and basic skills used in systematically computing, classifying, recording, verifying and maintaining numerical data involved in financial and product control records including the paying and receiving of money. Instruction includes information on keeping financial records, summarizing them for convenient interpretation, and analyzing them to provide assistance to management for decision-making. Accounting computer applications should be integrated throughout the course where applicable. In addition to stressing basic fundamentals and terminology of accounting, instruction should provide initial understanding of the preparation of budgets and financial reports, operation of related business machines and equipment and career opportunities in the accounting field. Processing employee benefits may also be included. Practice sets with business papers may be used to emphasize actual business records management. Business ethics will also be explored in the course.

Accounting II

36 weeks, 11th – 12th grade, *Lab fee required*

1 credit

12104A002

Prerequisite: Grade "C" or better in Accounting I or consent of instructor

Accounting II will build on what the students have learned in Accounting I. From this basic foundation, the advanced course will outline the opportunities in accounting on the career ladder. The course will be designed to provide learning needed for entry-level position and as a basis for

further accounting study. The students will be exposed to the following: General Accounting, Partnership Accounting, Corporation Accounting, and Cost Accounting

The Accounting II class will strive to fulfill the following objectives:

1. Prepare students in obtaining entry-level jobs as accounting clerks.
2. Prepare students who plan to go to college and major in accounting or some other phase of business administration.
3. Broaden and improve the student's knowledge about business procedures and the use of accounting records.

Business and Personal Law I

.5 credit

18 weeks, 10th – 12th grade

12054A000

After completing this course, students will show improved academic knowledge and skills in the following areas:

- Understanding legal procedures and the range of legal remedies
- Analyzing and summarizing complex legal situations and applying principles to legal situations
- Formulating an argument based on facts & principles and expressing that argument in writing

In this part of the class, students will cover the basics of personal and business law by studying ethics in law, criminal law, tort law, court systems, trial procedures, and the elements of contracts.

Business and Personal Law II

.5 credit

18 weeks, 10th – 12th grade

12054A001

After completing this course, students will show improved academic knowledge and skills in the following areas:

- Understanding legal procedures and the range of legal remedies
- Analyzing and summarizing complex legal situations and applying principles to legal situations
- Formulating an argument based on facts and principles and expressing that argument in writing

In this part of the class, students will cover the basics of personal and business law by studying consumer protection laws, credit protection laws, marriage and divorce, housing laws, insurance protection, and wills and estates.

Business and Technology Concepts

.5 credit

18 weeks, 9th – 10th grade

12001A001

This orientation business course provides 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 will include: various forms of business ownership, including entrepreneurship, as well as the basic functional areas of business (finance, management, marketing, administration, and production). The importance of information and communication systems will also be explored.

Emphasis will be placed on using the computer while studying applications in various business careers (i.e. accounting, financial services, information technology, marketing, and management) along with communication skills (thinking, listening, composing, revising, editing, and speaking), math, and problem solving. Business ethics as well as other workplace skills (starting a new job, communication, moving within a job) will be integrated within this course.

CEO (Creating Entrepreneurial Opportunities)

2 credits

36 weeks, 12th grade – ***Application Required***

12053A000

CEO (Creating Entrepreneurial Opportunities) is an entrepreneurship education program that prepares youth to be responsible, enterprising individuals who become entrepreneurs or

entrepreneurial thinkers and contribute to economic development and sustainable communities. The CEO program is much more than a textbook course. Rather, students are immersed in real life learning experiences with the opportunity to take risks, capitalize on opportunities and analyze results.

Information Processing I-A and I-B

.5 credit

I-A: 18 weeks, I-B: 18 weeks, 9th – 12th grade, *Lab fee required*

10005A001

Information Processing I is a training-level course that includes the concepts and terminology related to the people, equipment, and procedures of information processing as well as skill development in the use of information processing equipment. Students will create rough drafts, correct copy, process incoming and outgoing telephone calls and mail, and transmit and receive messages electronically. Students will create, input, and update databases and spreadsheets. Students will create data directories; copy, rename, move, and delete files, and perform backup procedures. In addition, students will prepare files to merge, as well as create mailing labels and envelopes from merge files. Students will learn to locate and retrieve information from hard copy and electronic sources, and prepare masters for a presentations using presentation software. Students will apply proper grammar, punctuation, spelling and proofreading practices. Accuracy will be emphasized. Workplace skills as well as communication skills (thinking, listening, composing, revising, editing, and speaking) will be taught and integrated throughout this course.

Information Processing II-A and II-B

.5 credit

II-A: 18 weeks, II-B: 18 weeks, 10th – 12th grade, *Lab fee required*

10005A002

Prerequisite: Information Processing I

Students will create and update documents using word processing and desktop publishing programs and put together slideshows, speaker notes and handouts using presentation software. Students will revise data in a stored database and use queries to create customized reports. Students will edit and utilize calculation functions in spreadsheets, integrate graphics, spreadsheets, tables, text and date into documents and reports, and create graphs and chart from spreadsheets. Students will learn to conduct research on the internet and/or intranet, prepare and answer routine correspondence, organize and maintain a filing system, maintain an appointment calendar, make travel arrangements, prepare itineraries and expense reports, and prepare and process timesheets. In addition, students will maintain inventory, order equipment and supplies, and perform routine equipment maintenance. Students will apply proper grammar, punctuation, spelling and proofreading practices to documents and reports. Accuracy will be emphasized. Workplace skills as well as communication skills will be taught and integrated throughout this course.

Simulated information processing center or workbased learning experience may be used to provide students with the experience of working in the environment of an information-processing center.

Web Page & Interactive Media Development I

.5 credit

18 weeks, 11th – 12th grade, *Lab fee required*

10201A001

Prerequisite: Information Processing I-A and I-B

This semester course will cover instruction on HTML, web page design software such as Macromedia Dreamweaver, photo editing software, plus the use of a scanner and digital camera. Students are expected to maintain and update the Litchfield High School Homepage.

Web Page & Interactive Media Development II

.5 credit

18 weeks, 11th – 12th grade, *Lab fee required*

10201A002

Prerequisite: Web Page & Interactive Media Development I

This semester course will cover instruction on web animation software such as Macromedia Flash, and further the students' skills in web design software covered in Web Page Design I such as Macromedia Dreamweaver, Fireworks, and Adobe Photoshop.

Communication Technology I

18 weeks, 9th – 12th grade, *Lab fee required*

.5 credit
11002A001

This course is a single semester course designed to foster awareness and understanding of the basic technologies used to communicate in modern society. Students will be exposed to the resources, technical processes, industrial applications, and technological impact of communication technology. Students will gain experience in a hands-on approach to computer-aided design, graphic arts and design, television broadcasting, and photography. In addition, students will complete their course work by finishing a special project from one of the communication areas.

Principles of Audio-Visual Communication Technology (Comm. Tech. II)

18 weeks, 9th – 12th grade, *Lab fee required*

.5 credit
11051A001

Prerequisite: Communications Technology and the Instructor's Consent

In this course, the focus of study will be on the process of Video Production as a communication device. A thorough coverage of video basics will be the major area of study. Students will study and perform the skills of television production. A good basic education in visual literacy will help enable students to be successful in any area of graphic communication, including multimedia presentation and web page creation. Students will also be required to plan and produce quick yet meaningful projects that may be broadcast publicly.

Advanced Audio-Visual Communication (Comm. Tech III)

36 weeks, 10th – 12th grade, *Lab fee required*

1 credit
11051A002

Prerequisite: Principles of Audio-Visual Communication Technology and the Instructor's Consent

This Course will build upon the skills developed in Principles of A/V Communication Technology. Students will use the newest communication technology during the course of the year. (Desktop video production, digital cameras and camcorders, computer graphics, etc.) Students will concentrate on developing video productions for a variety of purposes, such as On-Line, Cable-Access, classroom instruction, etc. Students will be required to spend time in and out of the classroom to complete assignments (i.e. filming, editing, etc.)

Yearbook

36 weeks, 11th – 12th grade

1 credit
11101A000

Prerequisite: Passing Grade in all English Courses

This yearlong class consists of improving and utilizing skills necessary to publish the LICOHI (*Litchfield High School's annual yearbook*). Students will gain knowledge in writing, Desktop Publishing, photography, digital photography, and teamwork skills, in addition to compiling materials needed to complete the yearbook.

ENGLISH

English 9

36 weeks, 9th grade

1 credit
01001A000, 01051A000

This class explores the areas of grammar, vocabulary, writing and literature, including many short stories and poetry, William Shakespeare's *Romeo and Juliet*, John Steinbeck's *Of Mice and Men*, and Homer's *Odyssey*. Students will be required to practice correct grammar usage, write in various formats and complete reading, both in and out of class. There is also a monthly outside reading project that students must complete independently. The class emphasizes the elements of Illinois State Goal 1: "Read with understanding and fluency," Goal 2: "Read and understand literature representative of various societies, eras and ideas," and Goal 3: "Write to communicate for a variety of purposes."

Honors English 1

36 weeks, 9th grade

Prerequisite: 8th grade Literature

Enrollment will be determined by the recommendation of the 8th grade teachers, the student's MAPP test results and/or by writing a proficiency essay.

This class is taught at an accelerated pace and covers topics in further depth than the standard course. This class explores the areas of grammar, vocabulary, writing and literature, including many short stories and poetry, William Shakespeare's *Romeo and Juliet*, John Steinbeck's *Of Mice and Men*, and Homer's *Odyssey*. Students will be required to practice correct grammar usage, complete reading both in and out of class, and write in various formats that exhibit focus, support, organization, and integration. There is also a monthly outside reading project that students must complete independently. The class emphasizes the elements of Illinois State Goal 1: "Read with understanding and fluency," Goal 2: "Read and understand literature representative of various societies, eras and ideas," and Goal 3: "Write to communicate for a variety of purposes." **Required summer reading: To Kill a Mockingbird.**

1 credit

01001A000

Sophomore Literature

18 weeks, 10th grade

A more in depth study of literature is offered at the sophomore level. The 18 weeks of the semester will cover five genres of literature. Students will examine literature in its historical, political, and social context. A student must have the willingness to read them and the ability to comprehend varied materials if he/she is to do well in this course, which requires frequent outside reading assignments. Students will also be required to provide an understanding of the literature via journals, short essays, and various other written responses.

.5 credit

01051A000

Sophomore Speech and Composition

18 weeks, 10th grade

This course will emphasize the fundamentals of expository writing, but it also includes a review of grammar, a study of vocabulary, and reading of various pieces of literature as springboards for writing. The basic procedures of the research paper are introduced; a 4-5 page research paper is required at the end of the course. The emphasis is also on teaching students to use logical, accurate information as they speak in a clear, confident manner.

.5 credit

01002A000

English II Honors (Weighted)

36 weeks, 10th grade

Prerequisite: Students must earn an "A" or "B" in Honors English I in order to be considered for placement in Honors English II. Students who earn all "A's" in English I may also be considered for placement in Honors English II.

A more comprehensive approach to the study of literature will culminate with written analysis of literary works. Students will make inferences and draw conclusions based on themes, characters, and conflicts presented in the literature. For evaluation, each student will submit a minimum of two compositions per quarter. Students will continue to refine skills in developing narrative, expository, and persuasive compositions, as well as research writing, in addition to short essays, journals, etc. that may be assigned throughout the course. Students will prepare documents using computer technology, e.g. work-processing. Students will, as a course requirement, deliver extemporaneous presentations. The year will be divided into sections so that the five genres of literature can be studied which will include: nonfiction, poetry, short stories, drama, and novels. Students enrolled in this course are required to read The Adventures of Huckleberry Finn prior to the start of the school year.

1 credit

01002A000

English 1500 - The Process of Composition (Weighted) **.5 credit**
18 weeks, 11th grade- **SLU 1818 dual credit** 01054A000
This course develops skills in writing effective personal and expository prose. The course achieves this by instructing students in methods of invention, organization, audience analysis, and style. The emphasis is on the compositional process; significant attention is given to generating, shaping, and editing of the written word in its preliminary stages. The course seeks to integrate the personal experiences of students with the academic knowledge they gain throughout a college curriculum.

English 2350 – Faith, Doubt and Literature (Weighted) **.5 credit**
18 weeks, 11th grade- **SLU 1818 dual credit** 01054A000
This course introduces literary study within the context and theme of faith and doubt. Through the reading of a wide variety of genres – including drama, poetry, and fiction – the course engages students in literary ways of knowing. Methods include close reading, comparative textual analysis, and argumentative writing.

American Literature I & II **1 credit**
18 weeks, 11th grade 01054A000
Students will study American Literature and make connections to historical events. The class will cover Native American myths, *The Crucible*, *The Great Gatsby*, and *Catcher in the Rye*, biographies, speeches, folk tales, short stories, and poems from the beginning of American history through modern times. Students will explore literary elements such as irony, point of view, inference, making predictions, setting, character, conflict plot, symbolism and theme. The class will also examine writing, elaboration, style, and conventions. Focus in writing, narrative, descriptive and persuasive writing/speaking skills will be developed. Students will be required to use upper-level thinking skills in every aspect of this class.

Senior Seminar **.5 credit**
18 weeks, 12th grade 01156A000
The senior seminar course offers an opportunity for students to identify a topic or essential question of personal interest, to explore that topic, and to thoughtfully share an understanding of the subject with the others in a culminating project and presentation. It may build on work that is done in a class, on skills that have been developed, on interests discovered, or on a career one wishes to investigate. The presentation and project must exceed any classroom research assignment. Students are required to create something new; that is, to incorporate a synthesis component, as well as connect with an outside expert in the area of interest, and provide evidence of an interview. The project has three main parts, (1) Visual, (2) Oral, and (3) Written.

Senior Composition and Research **.5 credit**
18 weeks, 12th grade 01102A000
During the first nine weeks of this senior level course, the student will study sentence structure and paragraph organization. The student will write descriptive, expository, narrative, and persuasive compositions. Grammar, especially punctuation, will be reviewed as each assignment will focus on specific styles of writing. During the last nine weeks, each student will write a complete research paper. Specific techniques such as outlines, footnotes, bibliographies, and thesis statements will be studied. This course is designed to develop ease and skill in producing well-organized and clearly written assignments.

Senior Communication **.5 credit**
18 weeks, 12th grade 01155A000
This senior level course is designed to develop a variety of skills, which will improve a student's interpersonal and formal speaking abilities. Since communication exists in a continuous, everyday

process, and it may be verbal as well as non-verbal, the student should improve both his/her speaking and listening skills. Various examples of speech (informative, demonstrative, persuasive, interpretive, and humorous) will be studied. Debate, as an extension of persuasive speaking, will be a culmination of the semester. Media interpretation will concern itself with commercials and advertisements, newscasts, political debates, and performances by different types of artists. These performances may be either verbal or non-verbal.

English 1900 Advanced Strategies of Rhetoric and Research (Weighted) .5 credit

18 weeks, 12th grade – **SLU 1818 dual credit** 01102A000-E

Lab Fee Required: A fee will be charged for the MLA Handbook

Prerequisite: ENGL 1500 or its equivalent. For the advanced student who has mastered the skills taught in ENGL 1500. Studies the more complex structures of language with respect to its logical and persuasive possibilities. This course emphasizes the development of the skills of analytical reading, critical thinking, and research methodology. The course seeks to help students integrate their own reasoned opinions with the fruits of reading and research, in order to produce coherent, persuasive essays.

CMM 1200 – Introduction to Public Speaking (Weighted) .5 credit

18 weeks, 12th grade – **SLU 1818 dual credit** 01151A000

Students are introduced to principles of effective public speaking and provided with opportunities to develop public speaking skills. In addition, standards of evaluation for public communication are established for the use in evaluating their own and other's public speaking performances.

Workplace Communications 1 credit

36 weeks, 12th grade 01156A000

Students enrolled in Workplace Communications, a full-year senior level course, will receive English credit for completing the course. Workplace Communications is a comprehensive education-to-careers program designed to help seniors graduate from high school, explore post-secondary school options, and start on a solid career path. The theme on which this course is based is "Where I Have Been, Where I Am, and Where I Am Going." Corresponding to this theme, students will participate in activities that allow them to explore their own career interests and activities that develop teamwork and leadership skills. Students will also demonstrate the abilities to construct verbal and written communications, to compose creative and technical compositions, and to comprehend literature with workplace themes. By the end of this course, students will have realistic expectations of the workplace, good work habits, and knowledge of how to learn and perform on the job.

FAMILY & CONSUMER SCIENCE

Learning for Independence, Family and Employment (LIFE) .5 credit

18 weeks, 9th grade, *Lab fee required* 22201A001

This comprehensive course provides an opportunity for acquiring basic life skills and guides students to explore and select specific areas for concentrated study. Emphasis is on family, employability skills, introduction to textiles, interiors and design, financial management, challenges of parenting, establishing healthy relationships, and creating a foundation for healthy lifestyles and nutrition. Leadership development will be provided through the Family, Career and Community Leaders of America.

Child Development .5 credit

18 weeks, 10th – 12th grade, *Lab fee required* 19052A001

Child Development emphasizes the development of children from conception through adolescence. Emphasis is placed on increased understanding of children as they develop physically, socially,

mentally, and emotionally. Children with special needs and problems related to child abuse are studied. Some laboratory experiences with children may be included. Career opportunities in childcare are introduced and child care options explored.

Clothing & Textiles

18 weeks, 10th – 12th grade, *Lab fee required*

.5 credit
19201A001

This course provides students with opportunities to develop an understanding of textiles, fashions, and fabrics. The course focuses on developing student competencies in the following skills: meeting social, physical, psychological, and economic needs in evaluating, selecting, and caring for clothing products and textiles; appraising apparel for health, safety, and comfort; maximizing resources in selecting, constructing, altering, repairing, and remodeling clothing and other textile products; communicating intended clothing image to others; and approving decisions necessary for clothing and textile needs. Information and experiences related to an understanding of fabric products, as related to the needs of people and fabrics, are also included.

Foods & Nutrition

18 weeks, 10th – 12th grade, *Lab fee required*

.5 credit
16054A001

This course is designed for students to develop an accurate knowledge of applied nutrition and an understanding of basic principles of food preparation. Students will develop skills in using equipment to produce simple, nutritious, and attractively served meals and snacks. Food buying, safety, and sanitation will be stressed.

Adult Living

18 weeks, 11th – 12th grade

.5 credit
22208A000

This course addresses the achievement of life satisfaction through responsible participation as adults in the home, community, and work place. Emphasis is placed on the development of prevention strategies that will assist individuals in responding to situations in terms of their identified values and goals. The course content includes the development of short and long range goals; demonstrating goal-setting and decision-making skills; evaluating and adopting basic needs to assume roles and responsibilities; recognizing and following health practices that assist in coping, selecting, and using resources to enhance individual growth and development; developing effective relationships to promote communications with others; and evaluating family and career changes as to the impact on individuals. Various resources to assist with life problems are explored.

Culinary Arts

18 weeks, 11th – 12th grade, *Lab fee required*

.5 credit
16054A001

Prerequisite: Foods & Nutrition

This course includes classroom and laboratory experiences needed to develop a knowledge and understanding of culinary principles and nutrition for people of all ages. Course content encompass': food service and preparation management using the decision-making process; meeting basic needs by applying nutrition concepts; meeting health, safety, and sanitation requirements; maximizing resources when planning/preparing/preserving/serving food; applying hospitality skills; analyzing nutritional needs in relation to change; and careers in nutrition and culinary arts, including entrepreneurship investigation.

Parenting

18 weeks, 11th – 12th grade, *Lab Fee required*

.5 credit
22204A001

This course helps young people comprehend the responsibilities, satisfactions, and stresses of being a parent. Many types of parenting situations are reviewed. Stress prevention and management and the work of community agencies that help parents deal with various types of crises are addressed. Included in the curriculum are units about managing and organizing parenting by applying decision-

making and goal-setting skills; applying the basic principles of the parenting process; practicing health and safety standards related to parenting; providing experiences which encourage parents and children to maximize resources; encouraging human relations skills in children; and evaluating impact on parenting of family and career changes. Special attention is given throughout the course to the maturity and mental readiness that must accompany parenthood.

Interior Design

18 weeks, 10th – 12th grade, *Lab fee required*

.5 credit

22211A001

This program prepares students for employment in occupations dealing with the entire spectrum of interior furnishings, equipment, appliances and accessories. This program includes: quality features of equipment and accessories; use and care of all types of furnishings; color, line and design as it relates to creating a satisfactory environment; and the equipment, appliances, and accessories used by individuals in producing an interior environment meeting individual, family and/or group needs. Special emphasis is given to assisting purchasers in the selection and maintenance of suitable furnishings and/or equipment.

Consumer Education

18 weeks, 12th grade

.5 credit

22210A000

It is the purpose of Consumer Education to teach the fundamentals of budgeting and money management, basic consumer rights and responsibilities, advantages of saving, wise use of credit, as well as recognition of the pitfalls awaiting the uninformed consumer. The latter includes frauds, deceptions, and gyps in the marketplace. Good consumerism is stressed, including awareness of personal values, comparison shopping, and the need to recognize the difference between needs and wants. Environmental consumerism will be addressed. **This class is required for graduation.**

FOREIGN LANGUAGE

Spanish I

36 weeks, 9th – 12th grade

1 credit

06101A000

Spanish I is designed to teach the fundamentals of the Spanish language, stressing the abilities of speaking and comprehension, with limited concentration on grammatical structure and conjugation. Students will find Spanish and its Spanish-speaking people to be very colorful, exciting, and relevant. The objectives are to enable the beginning student primarily to converse in practical conversational Spanish; to allow the student to read and write material of little difficulty; and to provide an understanding of the language as related to its people and culture. They will be introduced to the Imperfect and Preterit verb tenses.

Spanish II

36 weeks, 10th – 12th grade

1 credit

06102A000

Prerequisite: Spanish I with a grade of “C” or above, or Instructor’s consent

Spanish II is a continuation of the procedures followed in Spanish I with additional emphasis on increasing speaking and comprehension abilities, vocabulary, and knowledge of Hispanic cultures and peoples. Spanish and Mexican literature, music, history, and art are studied on a simple, comprehensible level. Students are required to improve their writing abilities by writing short compositions on various projects throughout the year. They will be introduced to all verb tenses.

Spanish III

36 weeks, 11th – 12th grade

1 credit

06103A000

Prerequisite: Spanish II with a Grade of “C” or above, or Instructor’s Consent

Oral and written skills are further developed with continued emphasis on grammar skills and increased vocabulary. The students will read parts of novels and short stories in Spanish. Oral work using conversation is the most important area of the course. Students are expected to participate in

the language. Students will write several compositions and create and film several video presentations.

Spanish IV

36 weeks, 11th – 12th grade

1 credit
06104A000

Prerequisite: Spanish III with a Grade of “C” or above, or Instructor’s Consent

Oral and written skills are further developed with continued emphasis on grammar skills and increased vocabulary. The students will read parts of novels and short stories in Spanish. Oral work using conversation is the most important area of the course. Students are expected to participate in the language. Students will write several compositions and create and film several video presentations.

HEALTH

Health

18 weeks, 10th grade

.5 credit
08051A000

This 10th grade required course is designed to help a student come to know himself/herself better, not only the physical person, but the mental/emotional and social person as well. The student will also learn the importance of balancing physical fitness and nutrition. Units include personality development, mental health, decision-making/goal setting, a sex respect unit on human sexuality, the life cycle, reproductive systems, drugs and alcohol, AIDS/HIV, health services, safety, first aid, steroids and abstinence. **All sophomores must take and pass CPR training.**

Certified Nursing Assistant Program

36 weeks, 2 hours, 11th – 12th grade – **LLCC dual credit (CNA)**

2 credits
14998A001

COOP with Hillsboro High School

This CNA program is provided by Hillsboro High School in affiliation with Lincoln Land Community College and approved by the Department of Public Health. This course is specifically designed to train students to be Certified Nurse Assistants. Upon successful complete of the course, the student receives a certificate making him/her eligible to be employed in nursing homes, hospitals, and other health care careers. In order to complete the program, students must pass a competency exam required by state and federal guidelines. This will be a hybrid class with portions of the lecture taught in home schools via distance learning. The students will be given 6 hours of Lincoln Land credit for successful completion of this course.

Child Care Program

36 weeks, 2 hours, 11th – 12th grade

2 credits
22153A002

COOP with Hillsboro High School

This two-hour course is designed to provide students interested in a career in child and day care operations or in education with information and practical experiences needed for the development of job-related competencies. Students will be provided laboratory experiences either in a school-based or extended campus facility. Students will be expected to develop appropriate skills in program development and in assisting with children and/or adults with activities. Classroom study will include child development principles and the skills needed to successfully guide children while keeping them healthy and safe. The program will combine a minimum of 120 classroom hours of instruction with a possible 480 hours of direct, hands-on experience working with children at an assigned facility culminating with a chance to earn the Child Development Associate Credentials. Application and/or interview required for enrollment.

INDUSTRIAL TECHNOLOGY

Fundamentals of Automotive Technologies**1 credit**36 weeks, 11th – 12th grade - LLCC dual credit (AUT 101)

20103A000

This course is designed to cover the basic layout and operations of automotive service industry and related fields. Automotive facilities, basic tools and shop equipment are covered. Basic vehicle maintenance and inspection is also covered.

Small Engines**.5 credit**18 weeks, 9th – 10th grade

20110A001

There is no prerequisite for the course. The class is open to all grade levels at the high school. During the first quarter, students will experience classroom instruction covering shop safety, hand tools, the theory of two-stroke cycle and four-stroke cycle engine operation and construction/design of four-stroke cycle engines. The second quarter will be devoted to lab exercises where students will work in small groups to completely disassemble, inspect, measure, evaluate, reassemble and start a small gasoline engine. Skills learned during this class will be helpful to students taking automotive and ag mechanics classes.

Auto Servicing**1 credit**36 weeks, 9th – 12th grade

20106A000

This course is offered to students in 9th, 10th, 11th, & 12th grades who are interested in exploring the world of auto repair. The course provides entry-level skills necessary to function as an automotive service mechanic. Emphasis is placed on the student's ability to continually improve his/her auto repair skills. Subject matter will cover oil change, lubrication, tire repair and balancing, batteries, wheel alignment, brake service, suspension service, parts exchange, and accessories.

Automotive Chassis & Powertrain**2 credits**36 weeks, 2 hours, 10th – 12th grade

20104A001

Automotive Chassis & Powertrain is a one year, two-period class. The class will begin with the theory, construction, and design of steering and suspension systems. Students will reinforce classroom activities by performing live work with steering and suspension systems as well as wheel alignment equipment. The class will then work through the theory, design, and operation of automotive brake systems. Students will be expected to perform typical brake repairs on live vehicles. Once finished with the chassis portion of the vehicle, the class will begin automotive internal combustion engines. Students will reinforce classroom activities by performing live work and diagnostics on automotive engines. Further, students will study the theory, design, and construction of automotive clutches, transmissions, differentials, universal joints, and half shafts. Appropriate lab exercises will be provided to reinforce the materials presented.

Automotive Electrical & Electronic Vehicle Controls**2 credits**36 weeks, 2 hours, 11th – 12th grade

20104A002

Automotive Electrical and Electronic Vehicle Controls is a one year, two period class. The class will begin with instruction in basic automotive electricity. Students will be taught the properties of basic electricity, how to calculate measurements and how to use electrical testing equipment. From this point, the class will move on to basic starting and charging systems. Once completed, fuel injection and ignition systems will be introduced. Students will then study automotive computers and their integration into the fuel and ignition systems. Further, the students will study advanced engine controls and monitors. Lab exercises will be provided to reinforce the materials. The class will end with advanced vehicle diagnostics, which will introduce the students to using computer software to diagnose vehicle problems.

Beg Drafting/Computer Aided Drafting**1 credit**36 weeks, 9th – 12th grade

21102A001

This is a basic introductory course in the fundamentals of architectural drawing. This course is designed to build a strong foundation in the practices and principles of architectural drawing that includes: routine architectural and drafting department customs, standard architectural and drafting terminology, use and care of drawing equipment, instruments and materials, the alphabet of lines conventions, the use of various measures (scales), and freehand sketching and lettering. The student gains practical experience in geometric construction, size and shape description, projection methods, sectional views, auxiliary views, pictorial views, dimensioning, basic industrial manufacturing processes, and reproduction processes. In addition, computer-aided architectural drawing and design are introduced in this course work.

Wood Technology 1

36 weeks, 9th-11th grade

1 credit

17006A000

A beginning woodworking course is designed for students interested in developing woodworking skills for a profession or a hobby. It is the course on which further work in cabinetmaking and carpentry is based. Proper procedures in construction are realized by designing and building projects including the proper use of different joinery, gluing, sanding and finishing techniques. Students will read and apply instructions and execute measurements for proper construction, a foundational skill in any STEM field. Instruction in care, use, safety, and operation of hand tools and power machines is also a vital part of this course. Students may be required to supplement cost of materials for person projects.

Wood Technology 2

36 weeks, 10th – 12th grade

1 credit

17006A000

Prerequisite: Wood Technology 1

Wood Technology 2 is continuation of Wood Technology 1. Students will work on individual projects of their choice using more advanced woodworking techniques. This course is designed for the student who is interested in learning more advanced woodworking skills. Students at this level are expected to apply advanced woodworking techniques learned in Woods Technology 1. Students in the course will continue to advance in wood working techniques learning new processes using machines and power tools. Students can design a project or select one from an assortment of options. The project includes; completed with working drawings, list of materials, construction procedure, board foot and cost computations. Students may be required to supplement cost of materials for person projects.

Building Trades 1

36 weeks, 10th – 12th grade

1 credit

17003A000

Prerequisite: Wood Tech 1 and 2

Students in Building Trades 1 will be introduced to building materials associated with construction. The students will be educated on the use, care, and safe practices of equipment. The students will also be introduced to estimating materials, blueprint reading, leveling instruments, concrete/foundation work, and basic plumbing. The students will gain knowledge basic framing and rough carpentry techniques, siding and roofing, along with door and window installation.

Building Trades 2

36 weeks, 11th – 12th grade

1 credit

17003A002

Prerequisite: Building Trades 1

Students in Building Trades 2 will enhance their previous knowledge from Building Trades 1 while learning insulation principles, drywall installation, drywall finishing, painting, trim work, cabinet installation, flooring installation. The students will also be introduced to basic residential wiring practices, stair construction, HVAC principles, and home maintenance and repair.

Drafting 1

36 weeks, 9th – 12th grade

Introduces fundamentals of drafting and basic drawing techniques. Class emphasizes use of drafting instruments, scale usage, line conventions, freehand sketching, standard orthographic projections, isometric projections, lettering techniques, geometric construction, selection of views, and standard dimensioning practices. The introduction of AutoCAD is done the 2nd semester learning basic operating functions and completing exercises to master the basic functions.

1 credit

21102A001

Drafting 2

36 weeks, 10th – 12th grade

Prerequisite: Drafting 1

This course will introduce Architectural history and design principles, drafting conventions, environmental design factors, outdoor/ indoor living areas, traffic areas, and design and creation of plans associated with residential architecture. Students will design and create plans for the different parts of a home.

1 credit

21103A000

MATH

HIGH SCHOOL GRADUATION REQUIREMENT: 3 YEARS

SUGGESTED SEQUENCES:

Sequence 1

Algebra I
Geometry
Applied Technical Math

Sequence 2

Algebra I
Geometry
Algebra II

Elementary Statistics
W/ Computers
(SLU 1818)

Pre-Calculus

Sequence 3

Geometry
Algebra II or Algebra II Honors

Elementary Statistics
W/ Computers (SLU 1818)

Pre-Calculus

Calculus I (SLU 1818)

Calculus I or Elem. Statistics
W/ Computers

Pre-Algebra

36 weeks, 9th – 12th

Recommended for students who scored at grade level on the 8th grade standardized test or who carried a minimum of a "C" average in 8th grade math.

A variety of arithmetic skills are reviewed in ways that relate directly to their use in algebra problem solving. Later, basic definitions and concepts of algebra are begun with emphasis on solving equations with one variable, graphing same, as well as graphing equations in two variables. Applications to the technical and vocational areas are used throughout the course. Upon successful completion of pre-algebra, the student should be prepared to pursue further work in mathematics.

1 credit

Algebra I

36 weeks, 9th – 12th grade

Recommended for students who scored above grade level on the 8th grade standardized test or who

1 credit

02052A000

carried a minimum of a “B” average in 8th grade math.

This course is the study of basic concepts in the setup or construction of simple open sentences or equations. The solving of the proceeding is also included. It teaches the graphing of line equations and inequalities and the solving of word problems and their application. Factoring is also a major concept covered.

Algebra II

36 weeks, 10th – 12th grade

Prerequisite: Algebra I and Geometry

In this Common Core State Standards course, students are challenged to develop 21st century skills such as critical thinking and problem solving.

1 credit
02056A000

Algebra II (Honors) (Weighted)

36 weeks, 10th – 12th grade

Prerequisite: Algebra 1 and Geometry*

*No less than a B in these courses along with teacher recommendation

In this Common Core Standards course, students are challenged to develop 21st century skills such as critical thinking and creative problem solving while engaging with careers within science, technology, engineering, and mathematics (STEM) related fields.

1 credit
02056A000

Geometry

36 weeks, 9th – 12th grade

Prerequisite: Algebra I

Geometry begins with work involving the basic concepts of inductive and deductive reasoning. Once learned, these concepts are applied to proofs of many plane geometry theorems. Much time is spent in the study of the use of logical progression in formal proofs as they relate to parallel lines, triangles, and other polygons and circles. Coordinate geometry is treated in some depth as well as work with basic geometric constructions. Trigonometry is re-introduced with a unit devoted entirely to the solutions of problems involving the trigonometric ratios, sine, co-sine, and tangent.

1 credit
02072A000

Applied Technical Math

36 weeks, 11th—12th grade

Prerequisite: Geometry

Technical Math courses extend students’ proficiency in mathematics, and often apply these skills to technical and/or industrial situations and problems. Technical Math topics may include but are not limited to rational numbers, system of measurements, tolerances, numerical languages, geometry, algebra, statistics, and using tables, graphs, charts, and other data displays. Technology is integrated as appropriate.

1 credit
02153A000

Elementary Statistics w/ Computers (Weighted)

36 weeks, 11th-12th grade – **SLU 1818 dual credit (MATH/STAT 1300)**

Prerequisite:

Data production and analysis; probability basics, distributions; sampling, estimation with confidence intervals, hypothesis testing, t-test; correlation and regression; cross tabulations and chi-square. Students learn to use a statistical package such as SPSS.

1 credit
02201A000

Pre-Calculus (Weighted)

36 weeks, 11th – 12th grade

Prerequisite: Algebra II

Students can benefit from taking Pre-calculus by learning a subject in greater depth, developing skills that will be critically important to successful study in college, and demonstrating to colleges their

1 credit
02110A000

willingness to undertake a challenging course. This class exposes high school students to college-level material and prepares students for a college-level course in calculus. It develops the skills and knowledge necessary for calculus and gives insight into the kinds of questions and problems encountered in a typical calculus course.

Calculus I (Weighted)

36 weeks, 11th – 12th grade – **SLU 1818 dual credit (MATH 1510)**

1 credit
02121A000

Prerequisite: Pre-Calculus

Elementary functions; differentiation and integration from geometric and symbolic viewpoints; limits, continuity; applications.

Music

Band

36 weeks, 9th – 12th grade

1 credit
5101A000

The band program is open to all students with previous instrumental experience. Students without prior experience may join the high school band with the consent of the band instructor. Organizations functioning within the band program include concert, marching and pep bands. Band students will be expected to participate in all scheduled events, including but not limited to the Winter and Spring Concerts, IHSA Contest, marching band for football games and parades, and pep band during the basketball season. Select students will also have the opportunity to participate in the Southern Illinois Band Festival and the IMEA District and State Festivals. Students in the High School Band are also expected to participate in the summer band program.

Concert Choir

36 weeks, 9th – 12th grade

1 credit
05110A000

Concert Choir is a choral ensemble open to all who are interested in participating in a performance group. No audition is necessary, but it is expected that all members demonstrate a sincere and enthusiastic approach to singing. This ensemble will focus on the basic principles of vocal production and musicianship. The concert season will consist of four quarterly concerts and additional engagements as announced. Attendance is a vital part of the success of any ensemble, and as such will be part of the criteria for grading.

Music Theory

18 weeks, 9th – 12th grade

.5 credit
05113A000

This class will begin by covering the basics of musical notation, structure, and reading. Note naming, key signatures, time signatures, and rhythmic notation is included. After these basics are covered, students will apply this knowledge to a more in depth study of musical structure. Melody, harmony, chord structures, chord progressions, and musical forms will be covered. Students will even use their skills for simple composition. Students should complete this class with a basic knowledge of most elements of Music Theory.

Music History

18 weeks, 10th – 12th grade

.5 credit
05117A000

Prerequisite: Music Theory

This class will cover Music History from the medieval period to the Twentieth Century. Each musical period will be covered in depth. Relevant and influential composers will be studied. Their lives and their music will be examined. We will not simply discuss the composer's music, however. We will listen to it extensively and analyze it. Students will complete this course knowing the composers, styles, and techniques relevant to each specific musical period. Students will be asked to complete research and analysis projects as part of this course.

Music Appreciation

18 weeks, 10th – 12th grade

.5 credit

05118A000

Students will recognize the development of music from an historical and cultural perspective. The course will begin with a survey of the elements of music. Students will study how to read notes on treble and bass clef staff and discover basic music terminology, instrument families, tempo, rhythm, form and meter. These elements will then be used throughout the course as a foundation for discussion of music throughout history. The main focus in this course will be “Western” music (from ancient Greek to current American popular music) however; students will be encouraged to explore music from other cultures in individual projects.

PHYSICAL EDUCATION

Activities Physical Education

18 weeks, 9th – 12th grade, *PE Locker Fee Required*

.5 credit

08001A000

The co-educational physical education class is divided into fall, winter, and spring activities during the first three years. Many activities are coordinated with the middle school program to provide a progression of skills. Supplemental activities such as calisthenics, isometric exercises, conditioning and reflex drills, plus a testing program, will be used. Individual and team sports will be taught. Activities include: Aerobics, Rope Jumping, Physical Fitness/Circuits, Archery, Walking, Badminton, Soccer, Speedball, Speed-A-Way, Cross Country, Softball, Dance–Square/Line, Volleyball, Recreation Games–Whiffle Ball, Crab Soccer, Relays, Table Tennis. Attention is given to the development of proper habits and attitudes toward physical fitness, wholesome recreation, good grooming, mental health, self and group discipline, care of and respect for school and personal property, as well as development of physical skills.

Fitness Training and Conditioning Physical Education

18 weeks, 9th – 12th grade, *PE Locker Fee Required*

.5 credit

08009A000

Students entering this course must be physically able to participate in all required activities on a regular basis. The fitness class is a coed class. It is divided into five to six groups. Each student will lift weights three to four days and work on their cardiovascular system one or two days. Students will also do extra work the last five minutes of the class that will consist of running, box jumping, dot jumping, push-ups and sit-ups. This is a great class for the student who wants to improve their physical conditioning as well as their overall appearance.

RESOURCE ROOM

The secondary Resource Room is designed to meet the requirements for high school graduation. Because state and federal law require the least restrictive environment, the aim is for as much regular classroom integration as possible, depending on the I.E.P. Thus, some students will take adapted classes in the Resource Room while others will come in only for tutoring. Resource teachers on a regular basis monitor students. A work study program is offered for students who meet certain criteria.

English I, II, III, IV-R

1 credit

01101A000, 01102A000

These courses are designed to meet the needs of students possessing an I.E.P. (Individualized Education Plan). Emphasis is placed on improving reading and writing skills. Using a variety of resources and instructional strategies, students develop skills necessary to meet their I.E.P. goals and objectives. Students will utilize various modalities to develop written expression, basic reading and fluency.

Math I-R

1 credit

02001A000

This course is designed to review and develop the fundamental processes of mathematics. The skills will be related directly to the individual's needs (which will be encountered by students in adult life). The course is designed to use concrete situations that will provide maximum opportunity for insight into solving problems. The development of consumer business competencies will help the student carry on his/her daily business activities.

Math II-R

1 credit

02002A000

Practical Mathematics: Skills and Concepts emphasize the relevance of mathematics in everyday life. Students will review basic math skills and learn how they apply to consumer and career situations. Students will learn basic math skills, conceptual understandings, and problem-solving situations.

Math III-R

1 credit

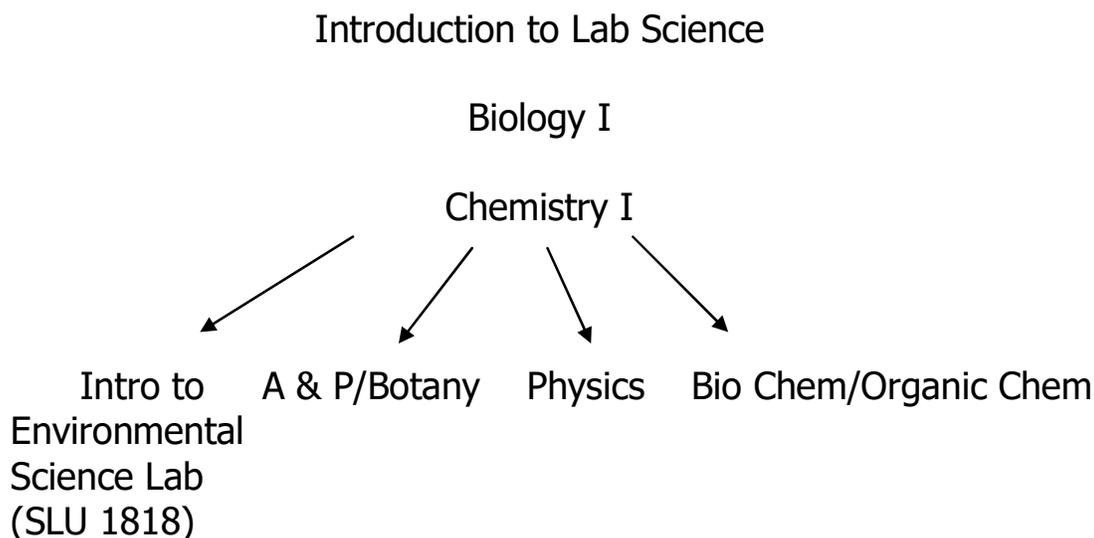
36 weeks

02051A000

A variety of arithmetic skills are reviewed in ways that relate directly to their use in algebra problem solving. Later, basic definitions and concepts of algebra are begun with emphasis on solving equations with one variable, graphing same, as well as graphing equations in two variables. Applications to the technical and vocational areas are used throughout the course. Upon successful completion of pre-algebra, the student should be prepared to pursue further work in mathematics.

SCIENCE

Sequencing of Students Through Science



Introduction to Lab Sciences

1 laboratory science credit

36 weeks, 9th – 10th grade, Lab fee required

03201A000

The purpose of this course is to introduce students to the basic concepts in physical, life, earth, and

space science. This course will be a lab-intensive course with the following topics stressed: scientific method and experimentation, metric system, laboratory equipment and techniques, and data interpretation and analysis.

Biology I

36 weeks, 9th – 11th grade, *Lab fee required*

Prerequisite: "B" in 8th grade Science, MAP Score, and Teacher recommendation

Biology I is an introductory course dealing with the study of life. This course provides an opportunity for students to develop scientific process skills, laboratory techniques, and an understanding of the fundamental principles of living organisms. Students will explore cell structure and function, photosynthesis and cellular respiration, genetics and DNA, classification of organisms, ecology, and an introduction to animal structure and function through dissections. This course counts as a laboratory science credit for college admission.

1 laboratory science credit

03051A000

Chemistry I

36 weeks, 10th – 12th grade, *Lab fee required*

Prerequisite: Algebra I

This one year course is designed to introduce the disciplines of chemistry. The course is intended to help students realize the important role that chemistry will play in their personal and professional lives. It will help students use principles of chemistry to think more intelligently about current issues they will encounter involving science and technology. Topics to be studied include chemistry laboratory skills, the classification and structure of matter, ratio and proportion of chemical reactions, physical chemistry, acid base chemistry, kinetics, thermodynamics, electrochemistry, and organic chemistry. Chemistry is a math based course designed to give an overview of chemistry and its everyday applications.

1 laboratory science credit

03101A000

Bio Chemistry (Weighted)

18 weeks, 11th – 12th grade, *Lab fee required*

Analysis of the structure and metabolism of biologically important compounds. This introductory course is designed for students considering studying medical technology, food science, chemistry education, chemistry and pre-professional health majors.

.5 laboratory science credit

Organic Chemistry (Weighted)

18 weeks, 11th – 12th, *Lab fee required*

Organic Chemistry courses involve the study of organic molecules and functional groups. Topics covered may include nomenclature, bonding molecular structure and reactivity, reaction mechanisms, and current spectroscopic techniques.

.5 laboratory science credit

03103A000

Advanced Environmental Science w/ Lab (Weighted)

36 weeks, 11th – 12th grade, *Lab fee required* **SLU 1818 dual credit (EAS 1080/1081)** 03999A000

This course is a first introduction to the main topics of environmental science. Topics covered include the ecosystem, ecology and biomes, human population growth, land resources and agriculture, renewable energy, water pollution, air pollution, and climate change with emphasis on human interactions with the environment. Sustainability is a unifying theme throughout the course. The knowledge and skills learned in this course will inform and guide students' life-decisions and their impact on the environment.

1 laboratory science credit

Anatomy & Physiology (Weighted)

18 weeks, 11th – 12th grade, *Lab fee required*

Prerequisite: "C" or better in Biology and Chemistry

Anatomy and Physiology is an advanced biology course that will cover the skeletal and muscular

.5 laboratory science credit

03053A000

system of the human body with laboratory work centering on the dissection of either the cat or rabbit (based on availability).

Botany (Weighted)

18 weeks, 11th – 12th grade, Lab fee required

.5 laboratory science credit

03058A000

Prerequisite: "C" or better in Biology and Chemistry

Botany is the scientific study of plants and their relationship to the environment. Course of study will include tree identification and their uses, leaf collection, plant anatomy and physiology, dendrochronology, soil testing, forensics, plant classification, and plant reproduction.

Physics (Weighted)

36 weeks, 11th - 12th grade, Lab fee required

1 laboratory science credit

03151A000

Prerequisite: Algebra II & Geometry

Physics is concerned with natural phenomena that surround people in their daily lives. Specifically, it deals with the interrelationship of matter and energy in their various forms. It strikes a realistic balance between theory and practical application. Elementary trigonometry is necessary for some problem solving techniques presented in this course. Laboratory experiences are also an integral part of this course. The objective of the course is to provide the students with basic comprehension of matter and energy relationship.

Principles of Biology I (Weighted)

36 weeks, 11th – 12th grade, Lab fee required **SLU 1818 dual credit (SLU BIOL 1240/1245)**

1 laboratory science credit

First semester of the two-semester Principles of Biology sequence. Students learn about chemical and molecular basis of living organisms, cell structure and function, gene structure, expression and heredity, animal anatomy and physiology, and animal development. In addition to learning concepts in biology, students practice critical thinking and problem-solving. Students will learn to use scientific instruments and techniques implemented in these fields. Students will propose and test hypotheses, collect and analyze data, represent data visually, and practice written and oral scientific communication skills.

SOCIAL STUDIES

Civics

18 weeks, 11th – 12th grade

.5 credit

04161A000

This course is designed to help students acquire and learn to use the skills, knowledge, and attitudes that will prepare them to be competent and responsible citizens throughout their lives. Civics course content shall focus on government institutions (students must pass the U.S. Constitution and Illinois Constitution tests), the discussion of current and controversial issues, service learning, and simulations of the democratic process. Successful completion of this course is required for graduation.

Economics

18 weeks, 10th – 12th grade

.5 credit

04201A000

Introduction to economics will provide students an opportunity to study the creation of wealth. This will be done through the economic analysis of the different political systems. Study of the government's monetary and fiscal policies will also be involved as how they impact the creation of wealth. Key capitalists of the market system will be studied. Topics covered include supply and demand, opportunity cost, scarcity, economic indicators, business cycle, GOP, and the Consumer Price Index. The Economics class will satisfy the state mandated Consumer Economics class requirement for those who pass.

Geography18 weeks, 9th – 12th grade**.5 credit**

04001A000

This course approaches geography as the study of the earth and how man uses it. The first half of the course is designed to acquaint students with maps and terms used in map study. From this, the course goes into a general study emphasis on the countries that import and export products. Trade is emphasized because of its growing importance in drawing distant parts of the world closer together through interdependence. The second half of the course takes up a study of individual countries, their people, resources, and their relationships to other countries through trade. The main purpose of this course is to acquaint the student with his/her own country, as well as others, and to help him/her realize and appreciate the variety that exists in our world--a variety of climates, landforms, occupations, resources, needs, cultures, and people.

Psychology18 weeks, 11th – 12th grade**.5 credit**

04254A000

The purpose of Psychology is to assist the students in an analysis of themselves, as well as human behavior in general. Students will analyze factors contributing to certain behaviors and thought processes. Topics covered include approaches to psychology, the life span, the workings of mind and body, learning and cognitive processes, personality and individuality, adjustment and breakdown, and social psychology.

Sociology18 weeks, 9th – 12th grade**.5 credit**

04258A000

Sociology is the study of human society, including both social action and social organization. Sociologists use scientific research methods and theories and study social life in a wide variety of settings. Sociology offers us not only information, but also a distinctive way of looking at the world and our place in it. Sociologists encourage us to look beyond individual psychology to the many recurring patterns in people's attitude and actions, and how these patterns vary across time, culture, and social groups.

United States History36 weeks, 11th - 12th grade**1 credit**

04101A000

Our study of U.S. History starts with a review of the earliest Americans and continues through present day. Basic themes covered include the Revolutionary War, Civil War and Reconstruction, industrialization, expansionism, World War I, Great Depression/New Deal, World War II, Cold War and Vietnam, Civil Rights Movement, and 1980-Present. Through a variety of learning activities, we will explore the various causes of the events while paying special attention to the political, social, and economic ramifications of each. United States History is offered to juniors and is a required credit for graduation.

World History I18 weeks, 9th – 12th grade**.5 credit**

04051A000

World History involves a comprehensive study of the development of man and the creation of civilization and a study of early man showing how his culture spread from southwestern Asia to Europe. Emphasis is placed on a study of the background and achievements of Europe so that a parallel may be drawn to compare its effect on world conditions that developed during the 20th century. World conditions during the 20th century are explained in order to discuss the current events that are important in solving present world problems.

World History II18 weeks, 9th – 12th grade**.5 credit**

04053A000

This course will cover the period of 1780 to the present. The class begins with the French Revolution and Napoleon's conquest through Russia. Other subjects covered are "Age of Revolution" and "Industry and Nationalism." It will also cover World Wars I and II from the viewpoint of the Europeans. The class comes to a close with the study of the contemporary world.

SOCIAL STUDIES ADVANCED PLACEMENT

IMPORTANT NOTE regarding AP American Government and AP United States History:
Advanced Placement United States History and Advanced Placement American Government are offered alternately each year:

Advanced Placement American Government (Weighted) **.5 credit**
18 weeks, 11th- 12th grade 04159A000

Prerequisite: B average in English, Reading at or above grade level, and teacher approval

Fee will be assessed for Advanced Placement Test -approximately \$85 unless qualify for waiver

Advanced Placement Government and Politics class offers students the opportunity to earn college credit while still in high school. A mandatory AP test will be given in the second semester. If passed students may earn college credit. The class is designed to prepare the students for college level courses. Students will learn how the American political system works in greater detail than is offered in basic American Government. Topics covered will include constitution, federalism, civil liberties and civil rights; political parties and interest groups, campaigns and elections, as well as an in-depth look at the workings of the United States government. Students will have the option to take the Advanced Placement Test to earn college credit. At the expense of the district, random students may be selected to take the AP exam. If the student elects not to take the exam, the class will not be counted as a weighted course. American Government is required for graduation. This course is offered every other year to juniors and seniors.

Advanced Placement United States History (Weighted) **1 credit**
36 weeks, 11th - 12th grade 04104A000

Prerequisite: B average in English, Reading at or above grade level, and teacher approval

Fee will be assessed for Advanced Placement Test -approximately \$85 unless qualify for waiver

Our study of U.S. History starts with the colonization of English America in the 1500's. During the entire course, there are presentations of economic, social, cultural, and political development. The rise of the United States to a position of world power is stressed. The threat to this position is well illustrated in the wars that our country has fought. Much attention is given to the rise, fall, and change of political parties. Pertinent everyday problems are discussed as they arise—how these problems might be solved, why they develop, and what part of the problem we might be. Good citizenship and correct voting procedures are stressed. A mandatory exam will be given at the end of the course. United States History is required for graduation. This course is offered every other year to juniors and seniors.

OTHER

Driver Education (Classroom) **.5 credit**
18 weeks, 9th – 12th grade 08151A000

Behind-the-Wheel Fee Required

This course provides students with the knowledge and experience to become safe drivers on America's roadways. Topics in these courses include legal obligations and responsibility, rules of the road and traffic procedures, safe driving strategies and practices, and the physical and mental factors

affecting the driver's capability.

MID-STATE SPECIAL EDUCATION DISTRICT

The Litchfield Community Unit District #12 is a member of this Special Education Cooperative. Mid-State and Montgomery County Special Education provide services in the area of psychological testing and consultation, physical and occupational therapy, social workers, instructors for learning disabled and physically and mentally handicapped, behavioral disordered, speech therapy, and visually and hearing impaired students. Parents may call the principal's office or the special education office at Litchfield High School for additional information and advice regarding services provided. The content and results of interviews and testing services remain confidential and are only conducted with the written consent of the parent or guardian.

REGISTRATION AND SCHEDULE CHANGES

The master schedule of class offerings, teacher, and room assignments, are all derived from the tallies of spring registration. For these reasons, it is extremely important that students not change their schedules once their selections are made. However, as the master schedule is constructed, conflicts may occur in some student schedules. Students will be contacted to make alternate course selections and no penalty fees will be assessed.

It is very important that each student discuss class scheduling with his/her parent/guardian during the spring pre-registration time so changes are kept to a minimum. Pre-registration forms are supplied early in the spring. These forms must be signed by the student's parent/guardian signifying their knowledge of their son/daughter's selection of courses for the fall of the following year. Failure to return pre-registration forms signed by parent/guardian may jeopardize a student's course request list from being scheduled. Students must always follow the established registration guidelines to avoid any confusion or penalties. The Student Handbook states that changes will be made if:

1. Your existing schedule and the change will not overload a particular class.
2. The change results in a reasonable program of studies in terms of the established curriculum.
3. A schedule change may be made within the first three days of the semester, after three days, changes are made with the approval of the school counselor.

The school may find it necessary to drop courses from the curriculum listed due to insufficient enrollment, unavailability of teaching personnel or teacher overload. Those decisions are made during the summer months when section information, teacher, and room availability are finalized.

If a student enrolls in a two-unit (two semesters) course, it is expected that the student remain in the course the entire year. If the student decides to drop after one semester with the intention of completing the course during a subsequent year, that student may be requested to audit the first semester of the course. Class makeup, teacher time, changes in curriculum or textbooks all dictate progress made in each course each year.

PREREQUISITES ARE IMPORTANT

Learning in second semester (year) courses is based upon material covered in a first semester (year) class. Therefore, in studying the course descriptions, care must be taken to insure that the student has met the necessary prerequisites to enroll in a given course. Only in very special cases and **ONLY WITH THE PERMISSION OF THE GUIDANCE DEPARTMENT WILL A STUDENT BE ALLOWED TO ENROLL IN A SECOND SEMESTER (YEAR) CLASS WITHOUT HAVING TAKEN THE FIRST SEMESTER (YEAR) PREREQUISITE.**

CORRESPONDENCE COURSES

Litchfield High School will accept courses taken from accredited institutions that are approved by the principal. **DO NOT ENROLL IN ANY SCHOOL WITH THE THOUGHT THAT CREDIT IS AUTOMATICALLY TRANSFERABLE!** Correspondence credit is awarded to students on a remedial basis **ONLY**. Students who are taking correspondence courses must check with the principal's office **PRIOR** to making a commitment to any correspondence school. Seniors who are approved to take correspondence credit(s), and who plan to graduate on time with their class, must have a transcript presented to the high school office no later than **MAY 1** of the year of graduation. Failure to do so will jeopardize graduation status.

COMMENCEMENT (GRADUATION) EXERCISES

This can be an area of confusion for some students and their parents. Especially since students order graduation announcements, gowns, etc., many weeks prior to graduation. **REMEMBER**, final grades are not always known for all students until after exams (sometimes as close as one day away from graduation), therefore, students and parents must stay aware of the student's performance right up to the completion of their last exam. No student will be allowed to participate in commencement exercises unless **ALL** requirements have been met. Students will not be given a "certificate of attendance" in lieu of a diploma, nor will any student be allowed to go through the graduation "ceremony", receive a "blank" diploma, and then complete their graduation requirements at a later date.

POST HIGH SCHOOL

Traditionally, LHS has suggested that those students who plan to attend a four-year college should be able to maintain at least a "C" average, rank in the top half of their class, and have a strong desire to pursue academic study. Recent indication shows that community colleges, vocational or trade and technical schools may still accept students who are not interested in a four-year institution even if they have a grade point average below "C", and a class rank in the bottom half of their class. Students interested in pursuing some form of higher education other than a four-year college or university should seek the advice and help of their counselor. Many community colleges and trade-technical schools have scholarships and financial assistance plans to help students work toward career goals. (See topic titled "Articulation Agreements".)

INSTITUTION & CURRENT ENTRY REQUIREMENTS

TRADE OR TECHNICAL SCHOOLS: Ability to take course work and pay for same. Many trade schools require an entrance examination prior to admission. Scholarships are available for students desiring vocational training. Students should see their counselor for details.

COMMUNITY (2 YEAR) JUNIOR COLLEGES: Graduate from an accredited high school. In some cases, one does **NOT** have to graduate from high school in order to be accepted and enroll in community college courses – see your school counselor for additional information. The ACT (American College Testing) is currently required for students who wish to enroll in many community colleges.

STATE SUPPORTED COLLEGES AND UNIVERSITIES (4 YEAR): Immediate entry to these requires an upper half of high school class standing (by sixth semester) and/or a specific grade point average (G.P.A.) on a specific group of "Core subjects" and/or a specific score on a national norm-referenced admission test – e.g. ACT, SAT. Students should see their counselor for additional information. Virtually every university in the State of Illinois has a different requirement for admission and in fact, many colleges within those universities have different requirements.

CONCURRENT ENROLLMENT IN COLLEGE

A student enrolled in LHS may enroll in a post secondary institution concurrent with his/her high school matriculation during school hours if each of the following provisions are met:

1. Senior status (juniors may apply with principal's permission).
2. All requirements for graduation from LHS as prescribed by the State of Illinois and the Litchfield Community Unit School District board of Education have been successfully completed. (Concurrent enrollment in Consumer Education is allowable.)
3. Student must be in good standing. (All financial obligations to Litchfield Community Unit School District have been paid.)
4. Student must have exhausted all courses at LHS leading to the course(s) he/she registers for at the post-secondary level.
5. Student must have written consent of his or her parent or guardian and must provide his/her own transportation. (Litchfield School District will not be liable for accidents that occur while students are not on the school grounds en-route to a post-secondary institution.) Written consent must be submitted at least two weeks prior to the first day of the semester in which the student wishes to enroll in the post-secondary center.
6. Attendance at a post-secondary center and the scheduling of courses in that center must be supplemental to the scheduling demands of Litchfield High School.
7. All requests for concurrent enrollment must be addressed to the principal of Litchfield High School.
8. Credit earned at a post-secondary institution will be accrued on a student's high school record only if the principal approves the course(s) in advance. College credit for courses taken will be held in escrow at that center.

DUAL CREDIT

Students at Litchfield High School now have an opportunity to earn dual credits. This means college credit can be earned towards traditional four-year baccalaureate degrees without ever leaving the LHS campus. Currently, LHS students enrolled in dual credit course can earn several hours of transferable college credit from Saint Louis University 1818 Program and/or Lincoln Land Community College while at the same time earning high school credit for those courses. The credits are not held in escrow by SLU and/or Lincoln Land Community College, but are listed on the student's college transcript and high school transcript upon successful completion of the course(s).

ADVANCED COURSE OPTIONS

Students at LHS that are seeking coursework in a particular subject area that have met all graduation requirements, have the option of taking coursework from outside the district. This option would allow a student to possibly find a course of greater rigor or to meet a graduation requirement due to a scheduling conflict. If a student takes a course to merely advance his/her knowledge in that subject area, the student would be responsible for the cost. If a student must take the course to meet a graduation requirement due to a scheduling conflict, the school would be responsible for the cost. Any course taken outside of the district must have approval of the principal and/or the guidance counselor.

ADVANCED PLACEMENT (AP) COURSES

The Advanced Placement Program is as administered by the College Board and is a cooperative educational endeavor between secondary schools and colleges and universities. It gives high school students exposure to college-level material through involvement in an AP course. Advance placement courses are designed for the academically strong student that wants to enroll in challenging courses and work towards preparing for the AP exams, which are given late in the

second semester of each year. Depending on a student's score on the AP exam, colleges and universities are able to grant credit, placement, or both to the student. The AP program has been in existence since 1955 and AP course credits are recognized worldwide by hundreds of colleges and universities.

Currently, LHS has three AP courses to offer: AP US History, AP American Government, and AP Economics. These courses have strict prerequisites and students should consult the advice of their counselor or the AP instructor before enrolling. Traditionally, AP Exams are graded on a 1 to 5 scale with a 5 being the highest score. Students scoring a 3, 4, or 5 on most AP exams will qualify (depending on the college) to earn credit, placement, or both at the college of their choice for courses commensurate with the grade and subject material on the exam.

Additional Notes:

- All SAT and ACT scores must be reported directly to the NCAA Initial-Eligibility Clearinghouse by the testing agency. Test scores that appear on transcripts will no longer be used. When registering for the SAT or ACT, use the clearinghouse code of 9999 to make sure the score is reported to the clearinghouse.
- Only core courses are used in the calculation of the grade-point average.
- Students enrolling at an NCAA Division I or II institution for the first time need to also complete the amateurism questionnaire through the Eligibility Center Web site. Students need to request final amateurism certification prior to enrollment.

Courses at LHS that have been approved for NCAA Division I or Division II Eligibility (By Department)

• **English**

English I (Resource)	English II (Resource)	English III (Resource)
English IV (Resource)	English 9	English I/Honors
Sophomore Literature	Soph. Comp and Speech	English II/Honors
American Literature I	American Literature II	English 1500 (Dual Credit)
English 2350 (Dual Credit)	Speech and Communication	Comp and Research
English 1200 (Dual Credit)	English 1900 (Dual Credit)	Senior Seminar

• **Social Science**

Geography	Economics	AP Government
Psychology	Sociology	U.S. History
AP U.S. History	World History I	World History II
Civics		

• **Mathematics**

Algebra I	Algebra II	Algebra II (Honors)
Geometry	Elementary Statistics w/ Comp.	Pre-Calculus
Calculus I (Dual Credit)		

• **Natural/Physical Science (All Have Labs)**

Introduction to Lab Science	Biology I	Chemistry I
Adv Environmental Science Lab	Anatomy & Physiology	Botany
Physics		

- **Additional Core Courses**

Spanish I

Spanish II

Spanish III

Spanish IV

Only students who have received proper NCAA approval for their diagnosed learning disability may receive credit for the “Resource” approved courses. For a student to receive credit for a course designed for students with disabilities, the student must have provided verification of his or her disability status by presenting to the NCAA Initial-Eligibility Clearinghouse either: (1) a nonstandard ACT or SAT score; or (2) notice of disability designation by the NCAA Disability Services staff.