

## **RECOMMENDATION TO APPROVE 2011-12 HIGH SCHOOL COURSE PLANNING GUIDE**

Last month you had the opportunity to review the changes to the Course Planning Guide for 2011-12. This month the entire document is included for your review. This edition includes all the diagrams to indicate recommended sequences for course selection.

Upon Board approval, the targeted chronology for student registration and creation of the High School Master Schedule will be as follows:

- Student registration January 31 - February 11, 2011.
- March 3, first draft of master schedule.
- April 7 final draft of master schedule.

This timeline is also contingent upon our ability to make some personnel decisions and outline the budget satisfactorily to determine whether certain courses can be offered or not.

**RECOMMENDATION: Move to approve the 2011-12 Course Planning Guide as presented.**

# Geneseo Senior High School Mission Statement

*Geneseo High School is committed to helping all students develop their full potential and to prepare them to be independent, productive, and responsible citizens by offering an academic and extra-curricular program that meets the needs of all students and by providing an environment conducive to learning.*

## GRADUATION REQUIREMENTS FOR GENESEO SENIOR HIGH SCHOOL

42 credits are required for graduation.

Each semester every student must enroll in a minimum of 6 academic subjects, including physical education. Exception: Students who are enrolled in COOP or STEP must enroll in a minimum of 5 academic subjects, including physical education. Homework Assistance does not count as one of these 6 subjects.

Marching Band participants, grades 10 through 12, are eligible for a first semester waiver from physical education. The sports P.E. waiver can only be used by Junior and Senior students. Students with a semester P.E. waiver are required to enroll in a minimum of 6 credits during that semester. Freshmen and Sophomores are NOT ELIGIBLE for the P.E. waiver.

### DEFINITION OF TERMS

**Academic Subjects:** All courses are academic subjects, with the exception of study hall and homework assistance.

**Credit:** Credit is the numerical designation assigned for passing a course. The amount of credit is listed with each course in the course listing section of each department.

**Elective:** An elective is a subject not required for graduation. This may be advanced study in a required subject area or exploratory courses in a variety of departments.

**Prerequisite:** A prerequisite is a course taken, or grade level achieved, before a student is able to take a particular course. (i.e., Spanish I must be completed before Spanish II; a student must be a junior or senior before taking a certain course)

**Required Course:** A required course is any course necessary to meet specific requirements set for graduation by the State of Illinois and the Geneseo Board of Education.

### REQUIRED COURSES FOR GRADUATION

Each pupil entering high school must, in addition to electives, successfully complete the following:

7 semesters	English
1 semester	Speech 10
4 semesters	Science
6 semesters	Mathematics
4 semesters	Social Studies--U.S. History (2 semesters), U.S. Government (1 semester), Social Studies elective (1 semester). Both the U.S. and Illinois Constitution tests must be passed in U.S. Government.
2 semesters	Music, Art, Foreign Language, Vocational Education (one full year or any combination of two semesters will satisfy the requirement).
1 semester	Health
7 semesters	Physical Education
1 or 2 semesters	Consumer Education (see selections below):
	Business Management (Intro to Business) (1 semester) Economics (1 semester)
	Consumer Education (1 semester) Home Décor (1 semester)
	Self Management (Managing Lifestyles) (1 semester) Diversified Occupations (COOP) (2 semesters)
	<b>Special Education (Consumer Education Electives)</b>
	Workplace Experience (STEP) (2 semesters) Career Preparation (2 semesters)
	Employability Skills (2 semesters) Family Living (2 semesters)

## COURSE OFFERINGS

### ENGLISH

Language Arts I (English 9)  
**Literature IH (English 9 Honors)**  
 Composition II (English 10)  
 Literature IIH (English 10 Honors)  
**English III (English 11)**  
 Language Arts III (Literature Survey I)  
**Composition (English 12)**  
 Language Arts IV (Literature Survey II)  
**AP English Language and Composition**  
**AP English Literature and Composition**  
 \*English 101 - Composition I  
 \*English 102 - Composition II  
 Public Speaking (English 10 Speech)  
 Advanced Speech  
 Creative Writing  
 Introduction to Communications (Media Lit)  
 American Literature/History (Humanities)

### MATHEMATICS

**Algebra I**  
**Algebra I Part 1 (Alg IA)**  
**Algebra I Part 2 (Alg IB)**  
**Transition Algebra (Math 081/090)**  
**Algebra II**  
**Informal Geometry (Plane Geometry)**  
**Geometry**  
**Trig/Math Analysis (Pre-Calculus)**  
**Quality Core Pre-Calculus**  
**AP Calculus AB**  
**AP Calculus BC**  
**Probability and Statistics**

### SCIENCE

**Earth Science**  
**Environmental Science**  
**Biology**  
**Biology Advanced Studies (Quality Core)**  
**Anatomy and Physiology**  
**AP Biology**  
**Chemistry**  
**Chemistry Advanced Studies (Quality Core)**  
**AP Chemistry**  
**Physics**  
**AP Physics B**  
**AP Physics C**

### SOCIAL STUDIES

**World History Honors**  
 Ancient Civilizations (World History before 1350)  
 Western Civilization (World History from 1350)  
 Contemporary World Issues (World Problems)  
**U.S. History Honors**  
**U.S. History**  
**AP U.S. History**  
 U.S. Government  
 Honors U.S. Government  
**AP U.S. Government/Politics**  
 Economics  
 Sociology  
 Humanities

### FOREIGN LANGUAGE

**French I**  
**French II**  
**French III**  
**French IV**  
**AP French**

**Spanish I**  
**Spanish II**  
**Spanish III**  
**Spanish IV**  
**AP Spanish**

### BUSINESS AND TECHNOLOGY

Computer Applications  
 Accounting  
 Web Page Design  
 Entrepreneurship (Business Law)  
 Business Management (Intro to Business)  
 Consumer Economics/Personal Finance  
**Diversified Occupations (COOP)**  
 AP Microeconomics  
 AP Macroeconomics

### FAMILY AND CONSUMER SCIENCES

**Family and Consumer Sciences**  
 Child Development  
 Food Service (Foods I)  
 Nutrition and Food Prep (Foods II)  
 Home Décor (Interior Design)  
 Child Development/Parenting  
 Self-Management (Managing Lifestyles)  
**Diversified Occupations (COOP)**

### AGRICULTURE

**Intro. to Agriculture and Natural Resources**  
**Agribusiness Management**  
 Agricultural Biotechnology  
 Plant Production/Science  
 Animal Production/Science  
 General Horticulture  
 Ornamental Horticulture  
**Diversified Occupations (COOP)**

### TECHNOLOGY

Wood Processing/Production  
 Metal and Wood Processing/Production  
 Drafting - General  
 Energy/Power (Energy Technology)  
 Equipment Maintenance & Repair  
 Welding (Basic Welding)  
 Particular Topics in Welding (Adv Welding)  
 Audio and Video Technology & Film (Radio)  
 Construction Comprehensive (Building Trades)  
 Metal Processing/Production (Prod Machining)  
**Diversified Occupations (COOP)**  
 Material and Processes (Digital Fabrication)

### VISUAL ARTS

Creative Art Comprehensive  
 Drawing I  
 Drawing II  
 Painting I  
 Sculpture I  
 Ceramics/Pottery (Ceramics I)  
 Graphic Design  
 Painting II  
 Ceramics II  
 Sculpture II

### PERFORMING ARTS

Introduction to Theatre (Theatre I)  
 Theatre Arts (Theatre II)  
**Chorus**  
**Marching Band/Concert Ensemble**  
**Fall Concert Band/ Concert Ensemble**  
**AP Music Theory**

### PHYSICAL EDUCATION/HEALTH/ DRIVER EDUCATION

Physical Education  
 Fitness/Conditioning  
 Health  
 Driver Education Classroom only  
 Driver Education Laboratory (Behind the Wheel)

The Driver Education student must earn a minimum of 8 credits in the two semesters prior to taking driver education classroom. Students must have a Social Security card prior to taking classroom driver education.

### SPECIAL EDUCATION

**English I, II, III, & IV**  
 Public Speaking (Speech)  
**Informal Mathematics/Informal Geometry**  
**General Math (Basic Math)**  
**Pre-Algebra (Practical Algebra)**  
**Personal Finance (Independent Living Math)**  
**Integrated Science (General Science)**  
**Unified Science (Practical Science)**  
**U.S. History**  
 U.S. Government  
 Contemporary U.S. Issues (Current Issues)  
 World Geography  
**Life Skills (English, Math, Science and Social Studies)**  
**Adapted Physical Education**  
**Health Education**  
 Strategic Reading (Lit Lab I)  
**Corrective Reading (Lit Lab II)**  
**Introduction to Computers (Prep for Technology)**  
**Industrial Arts (Survey for Industrial Technology)**  
**Family Living (Home Arts)**  
 Study Skills  
**Tutorial (Homework Assistance)**  
**Career Exploration (Prep for Careers)**  
**Employability Skills (Orientation to Vocational Ed)**  
**Workplace Skills (STEP)**

### BLACK HAWK COLLEGE

\*Psych 101 - Intro to Psychology Early Bird  
 \*Speech 101 - Principles of Speech Early Bird  
 \*AG 131 - Soils and Soil Fertility  
 \*Certified Nursing Assistant Early Bird

\*These courses are available for both high school elective and Black Hawk College credit.

Classes shown in bold are yearlong.

**NATIONAL COLLEGIATE ATHLETIC ASSOCIATION (NCAA) & NATIONAL ASSOCIATION OF INTERCOLLEGIATE ATHLETICS (NAIA)**  
Student athletes who are interested in qualifying for NCAA or NAIA eligibility are encouraged to log on to the respective web site to view the accepted Geneseo High School (code 142015) core courses. Student athletes must register at these websites to be eligible to participate at NCAA and NAIA schools.

#### **POLICY FOR WITHDRAWAL FROM A CLASS**

Students may withdraw from a class only in the event of a computer error, level error, or incorrect placement in a class. Students must be enrolled in a minimum of six academic classes at all times. Exceptions to this include:

- A student with a quarter waiver from physical education for marching band.
- A student with a quarter sports waiver from physical education.
- A senior student enrolled in the Interrelated COOP or STEP program.
- IEP modification/504 modifications/RTI modifications

Within the first five school days of the semester, parental permission is required for all course drops. In order to withdraw from a course after the fifth day, a Course Withdrawal Form must be completed. Within the first five days of the semester, approved withdrawals can be made with no record of the drop on the student's transcript. After the fifth day and up to the end of the first nine weeks of the semester, a "Withdrawal" grade of "W" will be noted on the student's transcript. Thereafter, the withdrawal will result in a "WF" on the final transcript.

#### **TEXTBOOK FEES**

Students are assessed an annual registration fee which covers most course fees, workbooks, etc., with the exception of \$50 Drivers' Education Behind the Wheel fee, Black Hawk College Dual Credit Course textbooks, tuition and fees, AP textbook, workbook and exam fees, etc. All fees are subject to change based upon Board of Education review.

#### **REMEDATION POLICY**

Remediation is available for grades 9 and 10 in the core subject areas. Different methods are utilized in various departments.

#### **REPEATING A CLASS**

If a student receives a "D", "D-", or "F" in any course they may re-take the course. Past and current grades will be reflected on the official transcript. Only the second grade will be calculated in the GPA and assigned credit.

#### **INCOMPLETE GRADES**

A grade of incomplete will be assigned when a student experiences an excused, extended absence at the end of the term or during final examinations. An incomplete grade, if not satisfied within 2 weeks, will be changed to an "F" grade.

#### **HONORS**

Honors courses offer students the opportunity to work in a more rigorous environment that includes reading, writing and research-based learning activities. Students are placed in honors courses based on standardized testing, previous academic record and teacher recommendation.

#### **QUALITY CORE**

Quality Core is a new instructional improvement program, designed to help ensure that the outcomes of college preparatory courses taken in high school are aligned with essential postsecondary skills. Quality Core provides research-based educator resources to shape rigorous course content and improve outcome in 12 high school courses.

#### **ADVANCED PLACEMENT**

Advanced Placement courses are college level courses that could qualify the student for college credit following completion of the College Board AP exams. College professors and selected high school teachers from around the country will grade the AP exams. Many colleges and universities grant college level credit based on the AP exam scores.

All students enrolled in Advanced Placement courses are required to take the College Board Advanced Placement exams in May of the corresponding year. Advanced Placement courses are calculated on a weighted grading scale. Students who drop an AP class at anytime during the year, or who do not take the AP exam, will lose the weighted grade.

Complete course description for these courses are located in the English, math, science, social studies, fine arts and foreign language sections of this publication. Close examination of these materials is intended to show that AP classes are offerings that will enrich backgrounds and provide unique challenges not available in other courses.

AP exams are offered in different curricula in courses not offered at the high school. Students wishing to take those AP exams without the classroom experience may inquire with their counselor prior to second semester of their senior year.

#### **PARTNERSHIP FOR COLLEGE AND CAREER SUCCESS (PCCS)**

The PCCS degree is granted by a Community College and is a clearly defined course of study begun in high school to provide students the course work that will form the firm academic and technical foundation needed to build their futures. It provides students an opportunity to become part of the technically sophisticated workforce of the 21<sup>st</sup> century.

Throughout our school systems, college prep is a well-defined path of preparation for professional careers. The PCCS Degree program provides this same well-defined path of preparation for technically demanding skilled jobs of the future. Students have the option of continuing their education through college or entering the workforce at a variety of exit points. PCCS is a core program under which the various new and emerging workforce preparation initiatives are coordinated.

##### **Partnership for College and Career Success is:**

1. A State and Federal initiative designed to blend academic and vocational courses.
2. A planned sequence of courses for grades 9 – 14.
3. A work-based learning experience that may be provided by a business partnership.
4. A pathway to an occupation that has a favorable job outlook, requiring a two-year Associate of Applied Science degree or a two-year apprenticeship from a community or technical college and has opportunities for above-average wages and potential growth.

The following link is a source for academic course sequences that lead to a tech prep degree.  
<http://www.dist228.org/careerpathways/charts.html>

# Admission Recommendations for Colleges and Universities and Community College Transfer Programs\*

## Illinois Board of Higher Education Recommendations

English	4 years	8 credits
Mathematics	3 years	6 credits
Social Studies	3 years	6 credits
Science	3 years	6 credits
Foreign Language**	2 years	4 credits
Music, Art, Theatre, Humanities, Vocational Education		

### Freshman Year

1. English
2. Math
3. Science
- \*\*\*4. Select two electives from the following areas:  
foreign language, business, family and  
consumer sciences, visual arts, performing arts,  
technology, agriculture, world history.
5. P.E./Health

### Junior Year

1. English
2. Math
3. Science
4. Government/Social Studies elective
5. Select one elective from the following areas:  
foreign language, business, family and  
consumer sciences, visual arts, performing arts,  
technology, agriculture.
6. P.E

### Sophomore Year

1. English/Public Speaking
2. Math
3. Science
4. U.S. History
5. Select one elective from the following areas:  
foreign language, business, family and consumer  
sciences, visual arts, performing arts, technology,  
agriculture.
6. P.E./Driver Education

### Senior Year

1. English
2. Social Studies
3. Select three electives from the following areas:  
math, science, foreign language, business, family and  
consumer sciences, visual arts, performing arts,  
technology, agriculture.
4. P.E.

\*Individual college requirements differ. Be sure to check with the college.

\*\*Choice of electives will depend upon career options and specific course requirements of selected colleges. Students may also wish to check four-year course plans at [http://homepage.dist228.org/hscounseling/stories/storyReader\\$33](http://homepage.dist228.org/hscounseling/stories/storyReader$33)

\*\*\*Some competitive colleges require two years of the same foreign language with a “C” or better for admission. Most recommend foreign language. Many colleges will require foreign language in college. Check with your counselor for more information.

Earning credit for GHS courses does not guarantee placement in 100 and above level college courses.

# STUDENT PROGRAM WORK SHEET

Please use this work sheet to indicate the courses you and your parents are interested in having you take for the next four years.

FRESHMAN YEAR		SOPHOMORE YEAR	
1st Semester	2nd Semester	1st Semester	2nd Semester
English	English	English/Public Speaking	English/Public Speaking
Math	Math	Math	Math
Science	Science	Science	Science
P.E./Drivers Ed Classroom	Health	U.S. History	U.S. History
		P.E./Driver Ed. BTW	P.E./Driver Ed. BTW

JUNIOR YEAR		SENIOR YEAR	
1st Semester	2nd Semester	1st Semester	2nd Semester
English	English	English	English
Government	Social Studies Elective	P.E.	P.E.
Math	Math		
P.E.	P.E.		

\_\_\_\_\_ **Consumer Education Course:** (see page 1)

\_\_\_\_\_ **Music, Art, Foreign Language, Vocational Education** (one full year or any combination of two semesters will satisfy the requirement.)

## Alternating Year Classes

<b><u>Department</u></b>	<b><u>Odd Years (2011-2012)</u></b>	<b><u>Even Years (2012-13)</u></b>
Agriculture	Agribusiness Management	Agricultural Biotechnology Soils and Fertility
Business	Business Management	
English	Creative Writing	Introduction to Communications Advanced Speech
Family & Consumer Sciences	None	None
Foreign Language	None	None
Industrial Technology	None	None
Math	None	None
Science	AP Biology AP Physics	AP Chemistry
Social Studies	Honors Government	AP U.S. Government
Special Education	Integrated Science Industrial Arts Contemporary U.S. Issues Family Living Employability Skills	Unified Science Introduction to Computers World Geography Career Exploration
Visual Arts	Introduction to Theatre Theatre Arts	
Performing Arts		AP Music Theory

# AGRICULTURE CURRICULUM

Course	Semester(s)	Credit(s)	Prerequisite(s)
Introduction to Agriculture and Natural Resources	2	2	None
# Agribusiness Management	2	2	Grades 11 – 12, Intro to Ag. recommended
# Agricultural Biotechnology	1	1	Intro to Agriculture recommended
Plant Production/Science	1	1	None
Animal Production/Science	1	1	None
General Horticulture	1	1	Grades 10 - 12
Ornamental Horticulture	1	1	Grades 10 – 12
Diversified Occupations (COOP)	2	4	Grade 12
Ag 131 Soils and Soil Fertility (BHC & GHS credit)	1	1	Grade 10-12

# Alternating year class. Please refer to page 6.

## Introduction to Agriculture and Natural Resources

Introduction to Agriculture courses survey a wide array of topics within the agricultural industry, exposing students to the many and varied types of agriculture and livestock career opportunities and to those in related fields (such as natural resources). These courses serve to introduce students to the agricultural field, providing them an opportunity to identify an area for continued study or to determine that their interest lies elsewhere. They often focus on developing communication skills, business principles, and leadership skills.

## Agribusiness Management

Agribusiness Management courses provide students with the information and skills necessary for success in agribusiness and in operating entrepreneurial ventures in the agricultural industry. These courses may cover topics such as economic principles, budgeting, risk management, finance, business law, marketing and promotion strategies, insurance, and resource management. Other possible topics include developing a business plan, employee/employer relations, problem solving and decision-making, commodities, and building leadership skills. These courses may also incorporate a survey of the careers within the agricultural industry.

## Agricultural Biotechnology

Agricultural Biotechnology courses apply biological principles and understanding to plant and animal science in order to produce or refine agricultural products. Course topics typically include, but are not limited to, microbiology, genetics, growth and reproduction, structural basis of function in living systems, chemistry of living systems, quantitative problem solving, and data acquisition and display. These courses also often cover the ethics of biotechnology.

## Plant Production/Science

Plant Production/Science courses provide knowledge about the propagation of plants for food and fiber. These courses may cover such topics as soil science, irrigation, pest and weed control, food and fiber processing, and farm operations. They may also cover the knowledge and skills needed to produce all types of crops or may emphasize a particular area of the agricultural industry.

## Animal Production/Science

Animal Production/Science courses impart information about the care and management of domestic and farm animals. These courses may cover animal nutrition, health, behavior, selection, reproduction, anatomy and physiology, facilities, product processing, and marketing. Students may study a particular species (swine, cattle, horses, fowl, sheep, and so on), or they may learn how to care for and maintain livestock as a more inclusive study.

## General Horticulture

General Horticulture courses expose students to the art and science of growing plants, shrubs, trees, flowers, fruits, and vegetables. In doing so, they cover a wide variety of topics, including greenhouse and nursery operations, soils and media mixtures, fruit and vegetable production, turf/golf course management, interior and exterior landscaping, irrigation systems, weed and pest control, and floral design.

## Ornamental Horticulture

Similar to General Horticulture, Ornamental Horticulture courses provide information regarding the care and propagation of plants, flowers, trees, and shrubs, but place a special emphasis on those used for decorative and aesthetic purposes. Because of this particular emphasis, Ornamental Horticulture courses usually concentrate on nurseries and greenhouses and on the floristry industry.

## BHC Agriculture

### Ag 131 Soils and Soil Fertility (1<sup>st</sup> semester) 3 lecture hours and 2 lab hours

Basic course dealing with formation, physical, chemical, colloidal, and biological properties of soils. Special emphasis is given to soil conditions that affect plant growth and crop yields. Laboratory experience in texture, structure and fertility.



# BUSINESS AND TECHNOLOGY CURRICULUM

Course	Semester(s)	Credit(s)	Prerequisite(s)
Computer Applications	1	1	Grade 9 – 12
Accounting	1	1	Grade 10 – 12
Web Page Design	1	1	Grade 9 – 12
Entrepreneurship (Business Law)	1	1	Grade 11 – 12
# Business Management (Intro to Business)	1	1	Grade 11 – 12
Consumer Economics/Personal Finance	1	1	Grade 9 – 12
Diversified Occupations (COOP)	2	4	Grade 12
AP Microeconomics	1	1	Grade 10 - 12
AP Macroeconomics	1	1	Grade 10 – 12

# Alternating year class. Please refer to page 6.

## Computer Applications

In Computer Applications courses, students acquire knowledge of and experience in the proper and efficient use of previously written software packages. These courses explore a wide range of applications, including, but not limited to, word-processing, spreadsheets, graphics, and database programs, and they may also cover the use of electronic mail and desktop publishing.

## Accounting

Accounting courses introduce and expand upon the fundamental accounting principles and procedures used in businesses. Course content typically includes the full accounting cycle, payroll, taxes, debts, depreciation, ledger and journal techniques, and periodic adjustments. Students may learn how to apply standard auditing principles and to prepare budgets and final reports. Calculators, electronic spreadsheets, or other automated tools are usually used. Advanced topics may include elementary principles of partnership and corporate accounting and the managerial uses of control systems and the accounting process.

## Web Page Design

Web Page Design courses teach students how to design web sites by introducing them to and refining their knowledge of site planning, page layout, graphic design, and the use of markup languages—such as Extensible Hypertext Markup, JavaScript, Dynamic HTML, and Document Object Model—to develop and maintain a web page. These courses may also cover security and privacy issues, copyright infringement, trademarks, and other legal issues relating to the use of the Internet. Advanced topics may include the use of forms and scripts for database access, transfer methods, and networking fundamentals.

## Entrepreneurship (Business Law)

Entrepreneurship courses acquaint students with the knowledge and skills necessary to own and operate their own businesses. Topics from several fields typically form the course content: economics, marketing principles, human relations and psychology, business and labor law, legal rights and responsibilities of ownership, business and financial planning, finance and accounting, and communication. Several topics surveyed in Business Management courses may also be included.

## Business Management (Intro to Business)

Business Management courses acquaint students with management opportunities and effective human relations. These courses provide students with the skills to perform planning, staffing, financing, and controlling functions within a business. In addition, they usually provide a macro-level study of the business world, including business structure and finance, and the interconnections among industry, government, and the global economy. The course may also emphasize problem-based, real world applications of business concepts and use accounting concepts to formulate, analyze, and evaluate business decisions.

## Consumer Economics/Personal Finance

Consumer Economics/Personal Finance courses provide students with an understanding of the concepts and principles involved in managing one's personal finances. Topics may include savings and investing, credit, insurance, taxes and social security, spending patterns and budget planning, contracts, and consumer protection. These courses may also provide an overview of the American economy.

## Diversified Occupations (COOP)

Diversified Occupations courses help students enter the workforce through career exploration, job search and application, and the development of positive work attitudes and work-related skills. These courses typically cover such topics as career planning and selection, money management, communication skills, interpersonal business relationships and behaviors, and personal responsibility. Employment may be a required component of these courses, or students may be required to enroll concurrently in a work experience course.

## AP Microeconomics

Following the College Board's suggested curriculum designed to parallel college-level microeconomics, AP Microeconomics courses provide students with a thorough understanding of the principles of economics that apply to the functions of individual decision makers (both consumers and producers). They place primary emphasis on the nature and functions of product markets, while also including a study of factor markets and the role of government in the economy.

## AP Macroeconomics

Following the College Board's suggested curriculum designed to parallel college-level macroeconomics, AP Macroeconomics courses provide students with a thorough understanding of the principles of economics that apply to an economic system as a whole. They place particular emphasis on the study of national income and price determination and developing students' familiarity with economic performance measures, economic growth, and international economics.

# ENGLISH CURRICULUM

Course	Semester(s)	Credit(s)	Prerequisite(s)
Language Arts I (English 9)	2	2	Grade 9
Literature IH (English 9 Honors)	2	2	Grade 9, MS placement
Composition II (English 10)	1	1	Grade 10
Literature IIIH (English 10 Honors)	1	1	Grade 10, teacher placement
English III (English 11)	2	2	Grade 11
Language Arts III (Literature Survey I)	2	2	Grade 11 or 12
Composition (English 12)	2	2	Grade 12
Language Arts IV (Literature Survey II)	2	2	Language Arts III
AP English Language and Composition	2	2	Grade 11, 12
AP English Literature and Composition	2	2	Grade 11, 12
English 101 - Composition I (BHC & GHS credit)	1	1	Grade 12
English 102 – Composition II (BHC & GHS credit)	1	1	English 101
Public Speaking (English 10 Speech)	1	1	Grade 10
# Advanced Speech	1	1	Public Speaking
# Creative Writing	1	1	Grade 11, 12
# Introduction to Communications (Media Literacy)	1	1	Grade 9 – 12
American Literature/History (Humanities)	1	1	Grade 11 or 12, GPA3.0 or Teacher signature

# Alternating year class. Please refer to page 6.

## Comprehensive Language Arts, Reading, Writing & Literature

### Language Arts I (English 9)

Language Arts I (English 9) courses build upon students' prior knowledge of grammar, vocabulary, word usage, and the mechanics of writing, and usually include the four aspects of language use: reading, writing, speaking, and listening. Typically, these courses introduce and define various genres of literature, with writing exercises often linked to reading selections.

### Literature IH (English 9 honors)

Literature (freshmen and sophomores) courses are designed for freshmen and/or sophomores and typically introduce them to two or more genres of literature (novel, short story, poetry, and so on). Exploration of each genre's literary elements, determination of theme and intent, and examination of vocabulary and semantics are often included in the course content. Writing assignments are required as an additional method to improve understanding and comprehension.

### Composition II (English 10)

Composition (freshmen and sophomores) courses are designed for freshmen and/or sophomores and build upon previous writing skills. These courses seek to develop the writing processes and practices necessary for producing successful high school compositions. Students typically learn to write persuasive, critical, and creative multi-paragraph essays and compositions. While emphasizing composition, these courses may also incorporate some literature study to expose students to exemplary illustrations of various forms of writing.

### Literature IIIH (English 10 Honors)

Literature (English 10 Honors) courses are designed for juniors and/or seniors and emphasize comprehension, discernment, and critical-thinking skills in the reading of texts and literature. These courses introduce and explore more advanced literary techniques (irony, satire, humor, connotation, tone, rhythm, symbolism, and so on) through two or more literary genres, with the aim of creating sophisticated readers. Writing assignments are required as an additional method to develop and improve critical-thinking and analytic skills.

### English III (English 11)

English III courses usually offer a balanced focus on composition and literature. Typically, students learn about the alternate aims and audiences of written compositions by writing persuasive, critical, and creative multi-paragraph essays and compositions. Through the study of various genres of literature, students can improve their reading rate and comprehension and develop the skills to determine the author's intent and theme and to recognize the techniques used by the author to deliver his or her message.

### Language Arts III (Literature Survey I)

Language Arts III ((Literature Survey I, 11<sup>th</sup> grade) courses continue to develop students' writing skills, emphasizing clear, logical writing patterns, word choice, and usage, as students write essays and begin to learn the techniques of writing research papers. Students continue to read works of literature, which often form the backbone of the writing assignments. Literary conventions and stylistic devices may receive greater emphasis than in previous courses.

### Composition (English 12)

Composition courses focus on students' writing skills and develop their ability to compose different types of papers for a range of purposes and audiences. These courses enable students to explore and practice descriptive, narrative, persuasive, or expository styles as they write paragraphs, essays, letters, applications, formal documented papers, or technical reports. Although composition courses may present some opportunities for creative writing, their focus usually remains on nonfiction, scholarly, or formal writing.

### **Language Arts IV (Literature Survey II)**

Language Arts IV (Literature Survey II, 12th grade) courses blend composition and literature into a cohesive whole as students write critical and comparative analyses of selected literature, continuing to develop their language arts skills. Typically, students primarily write multi-paragraph essays, but they may also write one or more major research papers.

### **AP English Language and Composition**

Following the College Board's suggested curriculum designed to parallel college-level English courses, AP English Language and Composition courses expose students to prose written in a variety of periods, disciplines, and rhetorical contexts. These courses emphasize the interaction of authorial purpose, intended audience, and the subject at hand, and through them, students learn to develop stylistic flexibility as they write compositions covering a variety of subjects that are intended for various purposes. **Requirements:** *Close reading and analysis of various texts is required during the summer prior to the course.* **Prerequisite:** *Completion of freshman and sophomore English with a grade of B or above, teacher recommendation, and completion of a timed-writing essay exam.*

### **AP English Literature and Composition**

Following the College Board's suggested curriculum designed to parallel college-level English courses, AP English Literature and Composition courses enable students to develop critical standards for evaluating literature. Students study the language, character, action, and theme in works of recognized literary merit, enrich their understanding of connotation, metaphor, irony, syntax, and tone, and write compositions of their own (including literary analysis, exposition, argument, narrative, and creative writing). **Requirements:** *Close reading and analysis of various texts is required during the summer prior to the course.* **Prerequisite:** *Completion of freshman and sophomore English with a grade of B or above, teacher recommendation, and completion of a timed-writing essay exam.*

### **English 101 Composition I (1<sup>st</sup> semester)**

**3 lecture hours, 3 credits**

Prerequisite: Qualifying ACT or COMPASS score and grade 12 status.

English 101 is designed for students who are competent in the fundamentals of composition. Students will write essays using a variety of expository strategies and will apply standard techniques of documentation when appropriate. An exit exam will determine college credit. (Grade of "C" or higher required for this course to be eligible to be included in the IAI General Education Core Curriculum).

### **English 102 Composition II: (2<sup>nd</sup> semester) 3 lecture hours, 3 credits**

Prerequisite: Successful completion of English 101 with a "C" or higher and must pass English 101 exit exam.

English 102, a continuation of English 101, is a required composition course that involves reading, discussion, and analysis of a body of literature to generate ideas for critical and persuasive papers, including one documented research paper. (Grade of "C" or higher required for this course to be eligible to be included in the IAI General Education Core Curriculum).

## **Speech and Communication**

### **Public Speaking (English 10 Speech)**

Public Speaking courses enable students, through practice, to develop communication skills that can be used in a variety of speaking situations (such as small and large group discussions, delivery of lectures or speeches in front of audiences, and so on). Course topics may include, but are not limited to, research and organization, writing for verbal delivery, stylistic choices, visual and presentation skills, analysis and critique, and development of self-confidence.

**Electives - Elective courses are offered for elective credit only.**

### **Speech—Other**

**Advanced Speech:** This course is designed for the student who wants to further their knowledge of communication, ethics, interpretation, personal communication, and speech analysis.

### **Creative Writing**

Creative Writing courses offer students the opportunity to develop and improve their technique and individual style in poetry, short story, drama, essays, and other forms of prose. The emphasis of the courses is on writing, however, students may study exemplary representations and authors to obtain a fuller appreciation of the form and craft. Although most creative writing classes cover several expressive forms, others concentrate exclusively on one particular form (such as poetry or playwriting).

### **Introduction to Communication (Media Literacy)**

Introduction to Communication (Media Literacy) courses enable students to understand and critically evaluate the role of media in society. Course content typically includes investigation of visual images, printed material, and audio segments as tools of information, entertainment, and propaganda, improvement of presentation and evaluative skills in relation to mass media, recognition of various techniques for delivery of a particular message, and, in some cases, creation of a media product. The course may concentrate on a particular medium.

### **American Literature/History (Humanities)**

American Literature/History (Humanities) courses integrate the study of American literature with an overview of U.S. history. These courses may also include other aspects of American culture, such as art or music. A two-year sequence or two-period per day class may be required to cover the same objectives as would be covered separately in U.S. History Overview and American Literature.

## FAMILY AND CONSUMER SCIENCE CURRICULUM

Course	Semester(s)	Credit(s)	Prerequisite(s)
Family and Consumer Science	2	2	Grade 9
Child Development	1	1	Grade 10 – 12
Food Service (Foods I)	1	1	Grade 10 – 12
Nutrition and Food Prep (Foods II)	1	1	Grade 10 – 12
Home Décor (Interior Design)	1	1	Grade 11 – 12
Child Development/Parenting	1	1	Grade 10 – 12
Self-Management (Managing Lifestyles)	1	1	Grade 12
Diversified Occupations (COOP)	2	4	Grade 12

### **Family and Consumer Science—Comprehensive**

Family and Consumer Science—Comprehensive courses are inclusive studies of the knowledge and skills that are useful for the efficient and productive management of the home. Course topics typically include foods and nutrition, clothing, child development and care, housing design, decoration, and maintenance, consumer decisions and personal financial management, and interpersonal relationships.

### **Child Development**

Child Development classes provide students with knowledge about the physical, mental, emotional, and social growth and development of children from conception to pre-school age, emphasizing the application of this knowledge in child care settings. These courses typically include related topics such as the appropriate care of infants, toddlers, and young children.

### **Food Service (Foods I)**

Food Service courses provide instruction regarding nutrition, principles of healthy eating, and the preparation of food. Among the topics covered are large-scale meal preparation, preserving nutrients throughout the food preparation process, use and care of commercial cooking equipment, food storage, advances in food technology, sanitation, management, and the careers available in the food service industry.

### **Nutrition and Food Preparation (Foods II)**

Nutrition and Food Preparation courses provide students with knowledge and skills about food preparation and/or production, with a strong emphasis on nutrition, balanced diets, and satisfying special dietary needs. Topics typically include assessing nutrient content, the science of food and nutrition, physiology and utilization of nutrients. Course content may also cover additives, contaminants, food borne illnesses, and food technology.

### **Home Décor**

Home Décor courses provide students with knowledge and skills regarding interior design and decoration of the home for the individual or family. While exploring design principles, personal needs and style, and decision-making, students may have an opportunity to explore such topics as color, texture, furniture styles and arrangement, lighting, window treatments, floor and wall coverings, and home improvement/modification. These courses emphasize personal (rather than commercial) use and application of home décor principles.

### **Child Development/Parenting**

Child Development/Parenting courses provide students with knowledge about the physical, mental, emotional, and social growth and development of children from conception to pre-school age. In addition, these courses help students discover how parents should respond to the various stages of childhood. Course content typically includes topics such as prenatal and birth processes, responsibilities and difficulties of parenthood, fundamentals of children's emotional and physical development, and the appropriate care of infants, toddlers, and young children.

### **Self-Management (Managing Lifestyles)**

Self-Management courses introduce students to the skills and strategies helpful in becoming more focused, productive individuals. These courses typically emphasize goal-setting, decision-making, managing time, energy, and stress, and identifying alternatives and coping strategies. They may also allow students to explore various career and lifestyle choices.

### **Diversified Occupations (COOP)**

Diversified Occupations courses help students enter the workforce through career exploration, job search and application, and the development of positive work attitudes and work-related skills. These courses typically cover such topics as career planning and selection, money management, communication skills, interpersonal business relationships and behaviors, and personal responsibility. Employment may be a required component of these courses, or students may be required to enroll concurrently in a work experience course.

## FOREIGN LANGUAGE CURRICULUM

Course	Semester(s)	Credit	Prerequisite(s)
Spanish I	2	2	Grades 9 – 12
Spanish II	2	2	Spanish I
Spanish III	2	2	Spanish II
Spanish IV	2	2	Spanish III
AP Spanish	2	2	Spanish III & teacher permission
French I	2	2	Grades 9 – 12
French II	2	2	French I
French III	2	2	French II
French IV	2	2	French III
AP French	2	2	French III & teacher permission

**Special Course Requirements:** Students should review admissions in foreign language at the college or university of their choice. **It is strongly recommended that students enrolling in Spanish I or French I earn a grade of “C-” or better in their previous semester of English. It is essential students have an understanding of the English language, be able to memorize, and possess good study skills. Students are strongly encouraged to take language study in consecutive years. If a student fails a semester of foreign language, they may not continue without repeating the failed semester.**

### Spanish I

Designed to introduce students to Spanish language and culture, Spanish I courses emphasize basic grammar and syntax, simple vocabulary, and the spoken accent so that students can read, write, speak, and understand the language at a basic level within predictable areas of need, using customary courtesies and conventions. Spanish culture is introduced through the art, customs, and history of Spanish-speaking people.

### Spanish II

Spanish II courses build upon skills developed in Spanish I, extending students’ ability to understand and express themselves in Spanish and increasing their vocabulary. Typically, students learn how to engage in discourse for informative or social purposes, write expressions or passages that show understanding of sentence construction and the rules of grammar, and comprehend the language when spoken slowly. Students usually explore the customs, history, and art forms of Spanish-speaking people to deepen their understanding of the culture(s).

### Spanish III

Spanish III courses focus on having students express increasingly complex concepts both verbally and in writing while showing some spontaneity. Comprehension goals for students may include attaining more facility and faster understanding when listening to the language spoken at normal rates, being able to paraphrase or summarize written passages, and conversing easily within limited situations.

### Spanish IV

Spanish IV courses focus on advancing students’ skills and abilities to read, write, speak, and understand the Spanish language so that they can maintain simple conversations with sufficient vocabulary and an acceptable accent, have sufficient comprehension to understand speech spoken at a normal pace, read uncomplicated but authentic prose, and write narratives that indicate a good understanding of grammar and a strong vocabulary.

### AP Spanish Language

Designed by the College Board to parallel third-year college-level courses in Spanish Composition and Conversation, AP Spanish Language courses build upon prior knowledge and develop students’ ability to understand others and express themselves (in Spanish) accurately, coherently, and fluently in both formal and informal situations. Students will develop a vocabulary large enough to understand literary texts, magazine/newspaper articles, films and television productions, and so on.

### French I

Designed to introduce students to French language and culture, French I emphasizes basic grammar and syntax, simple vocabulary, and the spoken accent so that students can read, write, speak, and understand the language at a basic level within predictable areas of need, using customary courtesies and conventions. French culture is introduced through the art, customs, and history of the French-speaking people.

### French II

French II courses build upon skills developed in French I, extending students’ ability to understand and express themselves in French and increasing their vocabulary. Typically, students learn how to engage in discourse for informative or social purposes, write expressions or passages that show understanding of sentence construction and the rules of grammar, and comprehend the language when spoken slowly. Students usually explore the customs, history, and art forms of French-speaking people to deepen their understanding of the culture(s).

### French III

French III courses focus on having students express increasingly complex concepts both verbally and in writing while showing some spontaneity. Comprehension goals for students may include attaining more facility and faster understanding when listening to the language spoken at normal rates, being able to paraphrase or summarize written passages, and conversing easily within limited situations.

**French IV**

French IV courses focus on advancing students' skills and abilities to read, write, speak, and understand the French language so that they can maintain simple conversations with sufficient vocabulary and an acceptable accent, have sufficient comprehension to understand speech spoken at a normal pace, read uncomplicated but authentic prose, and write narratives that indicate a good understanding of grammar and a strong vocabulary.

**AP French Language**

Designed to parallel third-year college-level courses in French Composition and Conversation, AP French Language courses build upon prior knowledge and develop students' ability to understand others and express themselves in French accurately, coherently, and fluently. Students will develop a vocabulary large enough to understand literary texts, magazine/newspaper articles, films and television productions, and so on.

# MATHEMATICS CURRICULUM

Course	Semester(s)	Credit(s)	Prerequisite(s)
* Algebra I	2	2	Pre-Algebra, MS placement
Algebra I Part 1 (Alg IA)	2	2	Pre-Algebra, MS placement
Algebra I Part 2 (Alg IB)	2	2	Algebra Part 1
Transition Algebra (Math 081/090)	2	2	Teacher placement
** Algebra II	2	2	Geometry or Teacher placement
Informal Geometry	2	2	Algebra I or Algebra Part 1 & Part 2
** Geometry	2	2	Teacher placement
Trig/Math Analysis (Pre-Cal)	2	2	Algebra II and Geometry
QC Pre-Calculus	2	2	Placement based on Plan Scores
AP Calculus AB	2	2	Pre-Calculus
AP Calculus BC	2	2	Pre-Calculus
Probability and Statistics	2	2	Algebra II, Geometry or Informal Geometry with Teacher placement

\*Students who are failing at end of first quarter will be placed in Algebra Part 1 (Based on recommendation of teacher).

\*\*Geometry or Algebra II with Algebra Part I & Part 2 prerequisite requires a final grade of B or better for enrollment.

## Algebra I

Algebra I courses include the study of properties and operations of the real number system, evaluating rational algebraic expressions, solving and graphing first degree equations and inequalities, translating word problems into equations, operations with and factoring of polynomials, and solving simple quadratic equations.

### Algebra I—Part 1 (Alg IA)

The first part in a multi-part sequence of Algebra I. This course generally covers the same topics as the first semester of Algebra I, including the study of properties of rational numbers (i.e., number theory), ratio, proportion, and estimation, exponents and radicals, the rectangular coordinate system, sets and logic, formulas, and solving first degree equations and inequalities.

### Algebra I—Part 2 (Alg IB)

The second part in a multi-part sequence of Algebra I. This course generally covers the same topics as the second semester of Algebra I, including the study of properties of the real number system and operations, evaluating rational algebraic expressions, solving and graphing first degree equations and inequalities, translating word problems into equations, operations with and factoring of polynomials, and solving simple quadratics.

### Transition Algebra (Math 081/090)

Transition Algebra courses review and extend algebra and geometry concepts for students who have already taken Algebra I and Geometry. Transition Algebra courses include a review of such topics as properties and operations of real numbers, evaluation of rational algebraic expressions, solutions and graphs of first degree equations and inequalities, translation of word problems into equations, operations with and factoring of polynomials, simple quadratics, properties of plane and solid figures, rules of congruence and similarity, coordinate geometry, including lines, segments, and circles in the coordinate plane, and angle measurement in triangles, including trigonometric ratios.

## Algebra II

Algebra II course topics typically include field properties and theorems, set theory, operations with rational and irrational expressions, factoring of rational expressions, in-depth study of linear equations and inequalities, quadratic equations, solving systems of linear and quadratic equations, graphing of constant, linear, and quadratic equations, properties of higher degree equations, and operations with rational and irrational exponents.

### Informal Geometry (Plane Geometry)

Informal Geometry courses emphasize a practical approach to the study of geometry and deemphasize an abstract, formal approach. Topics typically include properties of and work with plane and solid figures, inductive methods of reasoning and use of logic, concepts of congruence, similarity, parallelism, perpendicularity, and proportion, and rules of angle measurement in triangles.

### Geometry

Geometry courses, emphasizing an abstract, formal approach to the study of geometry, typically include topics such as properties of plane and solid figures, deductive methods of reasoning and use of logic, geometry as an axiomatic system, including the study of postulates, theorems, and formal proofs, concepts of congruence, similarity, parallelism, perpendicularity, and proportion, and rules of angle measurement in triangles.

### Trigonometry/Math Analysis (Pre-Calculus)

Covering topics of both Trigonometry and Math Analysis, these courses prepare students for eventual work in calculus. Topics typically include the study of right trigonometric and circular functions, inverses, and graphs, trigonometric identities and equations, solutions of right and oblique triangles, complex numbers, numerical tables, polynomial, logarithmic, exponential, and rational functions and their graphs, vectors, set theory, Boolean algebra and symbolic logic, mathematical induction, matrix algebra, sequences and series, and limits and continuity.

**Pre-Calculus (QC Pre-Calculus)**

Pre-Calculus courses combine the study of Trigonometry, Elementary Functions, Analytic Geometry, and Math Analysis topics as preparation for calculus. Topics typically include the study of complex numbers, polynomial, logarithmic, exponential, rational, right trigonometric, and circular functions, and their relations, inverses and graphs, trigonometric identities and equations, solutions of right and oblique triangles, vectors, the polar coordinate system, conic sections, Boolean algebra and symbolic logic, mathematical induction, matrix algebra, sequences and series, and limits and continuity.

**AP Calculus AB**

Following the College Board's suggested curriculum designed to parallel college-level calculus courses, AP Calculus AB provides students with an intuitive understanding of the concepts of calculus and experience with its methods and applications. These courses introduce calculus and include the following topics: elementary functions, properties of functions and their graphs, limits and continuity, differential calculus (including definition of the derivative, derivative formulas, theorems about derivatives, geometric applications, optimization problems, and rate-of-change problems), and integral calculus (including anti-derivatives and the definite integral).

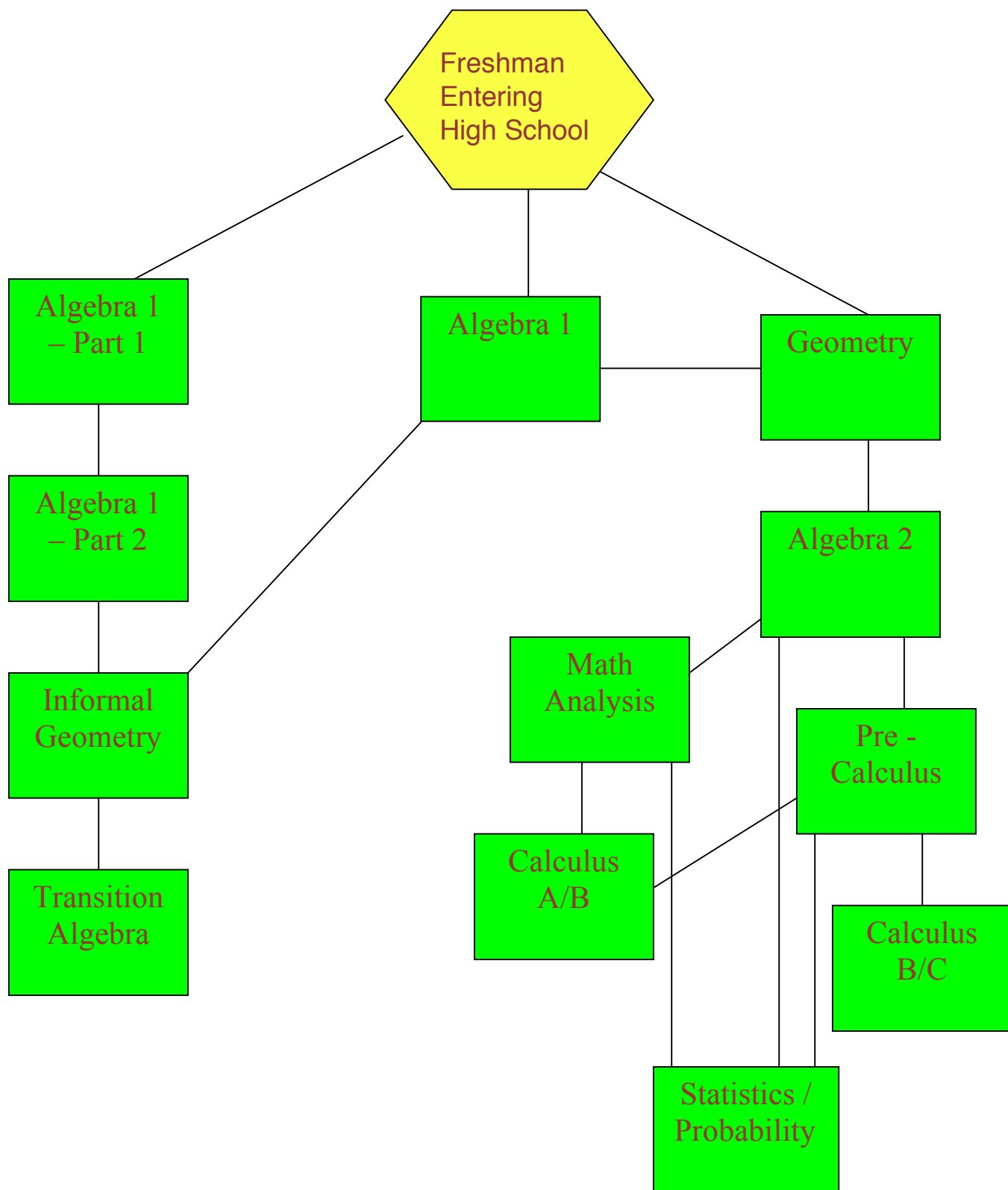
**AP Calculus BC**

Following the College Board's suggested curriculum designed to parallel college-level calculus courses, AP Calculus BC courses provide students with an intuitive understanding of the concepts of calculus and experience with its methods and applications, and also require additional knowledge of the theoretical tools of calculus. These courses assume a thorough knowledge of elementary functions, and cover all of the calculus topics in AP Calculus AB, as well as the following topics: vector functions, parametric equations, and polar coordinates, rigorous definitions of finite and nonexistent limits, derivatives of vector functions and parametrically defined functions, advanced techniques of integration and advanced applications of the definite integral, and sequences and series.

**Probability and Statistics**

Probability and Statistics courses introduce the study of likely events and the analysis, interpretation, and presentation of quantitative data. Course topics generally include basic probability and statistics: discrete probability theory, odds and probabilities, probability trees, populations and samples, frequency tables, measures of central tendency, and presentation of data, including graphs. Course topics may also include normal distribution and measures of variability.





# PHYSICAL EDUCATION, HEALTH, AND DRIVERS EDUCATION CURRICULUM

<b>Course</b>	<b>Prerequisite(s)</b>
Physical Education	Grade 9 - 12
Fitness/Conditioning Activities and Weight Training (Wellness and Advanced Wellness)	Grade 9 – 12
Health	Grade 9
Drivers' Education – Classroom Only	Grades 9, 10
Drivers' Education – Laboratory (Behind the Wheel)	Grade 10

**Eligibility for Drivers' Education is based upon earning 8 credits in the previous two semesters.**

## **Physical Education**

Physical Education courses provide students with knowledge, experience, and an opportunity to develop skills in more than one of the following sports or activities: team sports, individual/dual sports, recreational sports, and fitness/conditioning activities.

### **Fitness/Conditioning Activities and Weight Training (Wellness & Adv Wellness)**

Fitness/Conditioning Activities courses emphasize conditioning activities that help develop muscular strength, flexibility, and cardiovascular fitness. Weight Training courses help students develop knowledge and skills with free weights and universal stations, while emphasizing safety and proper body positioning. They may include other components such as anatomy and conditioning.

### **Health Education**

Topics covered within Health Education courses may vary widely, but typically include personal health (nutrition, mental health and stress management, drug/alcohol abuse prevention, disease prevention, and first aid) and consumer health issues. The courses may also include brief studies of environmental health, personal development, and/or community resources.

### **Drivers' Education—Classroom Only**

Drivers' Education—Classroom Only courses provide students with the knowledge 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 (including alcohol and other drugs).

### **Drivers' Education—Laboratory (Behind the Wheel)**

Drivers' Education Behind Wheel (Laboratory) course provide students with the experience to become safe drivers on America's roadways. Topics in these courses cover 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 (including alcohol and other drugs). Experience in driving a vehicle is an essential component of these courses.

## SCIENCE CURRICULUM

Course	Semester(s)	Credit(s)	Prerequisite(s)
Earth Science	2	2	Teacher placement
Environmental Science	2	2	Teacher placement
Biology	2	2	Teacher placement
Biology – Advanced Studies (Quality Core)	2	2	Teacher placement
+ Anatomy & Physiology	2	2	Core completion or concurrent enrollment, teacher placement
# AP Biology	2	2	Core completion or concurrent enrollment, teacher placement
Chemistry	2	2	Algebra I, Grades 10 - 12
Chemistry Advanced Studies (Quality Core)	2	2	Teacher placement
# AP Chemistry	2	2	Core completion or concurrent enrollment, teacher placement
Physics	2	2	Algebra II
# AP Physics B	2	2	Core completion or concurrent enrollment, teacher placement
# AP Physics C	2	2	Core completion or concurrent enrollment, teacher placement

# Alternating year class. Please refer to page 6.

Core sciences courses are Earth Science, Biology, Chemistry and Physics.

+ Our high school has formed articulation agreements with Black Hawk College. Students completing the above-identified courses at Geneseo High School with a “B” or better (both semesters) may earn articulation credit. Upon enrolling at Black Hawk College and discussing the articulated credit with BHC advisor, the student may (depending upon the course of study) receive college credit at no cost.

### Earth Science

#### Earth Science

Earth Science courses offer insight into the environment on earth and the earth’s environment in space. While presenting the concepts and principles essential to students’ understanding of the dynamics and history of the earth, these courses usually explore oceanography, geology, astronomy, meteorology, and geography.

#### Environmental Science

Environmental Science courses examine the mutual relationships between organisms and their environment. In studying the interrelationships among plants, animals, and humans, these courses usually cover the following subjects: photosynthesis, recycling and regeneration, ecosystems, population and growth studies, pollution, and conservation of natural resources.

### Biology

#### Biology

Biology courses are designed to provide information regarding the fundamental concepts of life and life processes. These courses include, but are not restricted to, such topics as cell structure and function, general plant and animal physiology, genetics, and taxonomy.

#### Biology—Advanced Studies (Quality Core)

Usually taken after a comprehensive initial study of biology, Biology—Advanced Studies courses cover biological systems in more detail. Topics that may be explored include cell organization, function, and reproduction, energy transformation, human anatomy and physiology, and the evolution and adaptation of organisms.

#### Anatomy and Physiology

Usually taken after a comprehensive initial study of biology, Anatomy and Physiology courses present the human body and biological systems in more detail. In order to understand the structure of the human body and its functions, students learn anatomical terminology, study cells and tissues, explore functional systems (skeletal, muscular, circulatory, respiratory, digestive, reproductive, nervous, and so on), and may dissect mammals.

#### AP Biology

Adhering to the curricula recommended by the College Board and designed to parallel college level introductory biology courses, AP Biology courses stress basic facts and their synthesis into major biological concepts and themes. These courses cover three general areas: molecules and cells (including biological chemistry and energy transformation), genetics and evolution, and organisms and populations (i.e., taxonomy, plants, animals, and ecology). AP Biology courses include college-level laboratory experiments.

## **Chemistry**

### **Chemistry**

Chemistry courses involve studying the composition, properties, and reactions of substances. These courses typically explore such concepts as the behaviors of solids, liquids, and gases, acid/base and oxidation/reduction reactions, and atomic structure. Chemical formulas and equations and nuclear reactions are also studied.

### **Chemistry—Advanced Studies (Quality Core)**

Usually taken after a comprehensive initial study of chemistry, Chemistry—Advanced Studies courses cover chemical properties and interactions in more detail. Advanced chemistry topics include organic chemistry, thermodynamics, electrochemistry, macromolecules, kinetic theory, and nuclear chemistry.

### **AP Chemistry**

Following the curricula recommended by the College Board, AP Chemistry courses usually follow high school chemistry and second-year algebra. Topics covered may include atomic theory and structure, chemical bonding, nuclear chemistry, states of matter, and reactions (stoichiometry, equilibrium, kinetics, and thermodynamics). AP Chemistry laboratories are equivalent to those of typical college courses.

## **Physics**

### **Physics**

Physics courses involve the study of the forces and laws of nature affecting matter, such as equilibrium, motion, momentum, and the relationships between matter and energy. The study of physics includes examination of sound, light, and magnetic and electric phenomena.

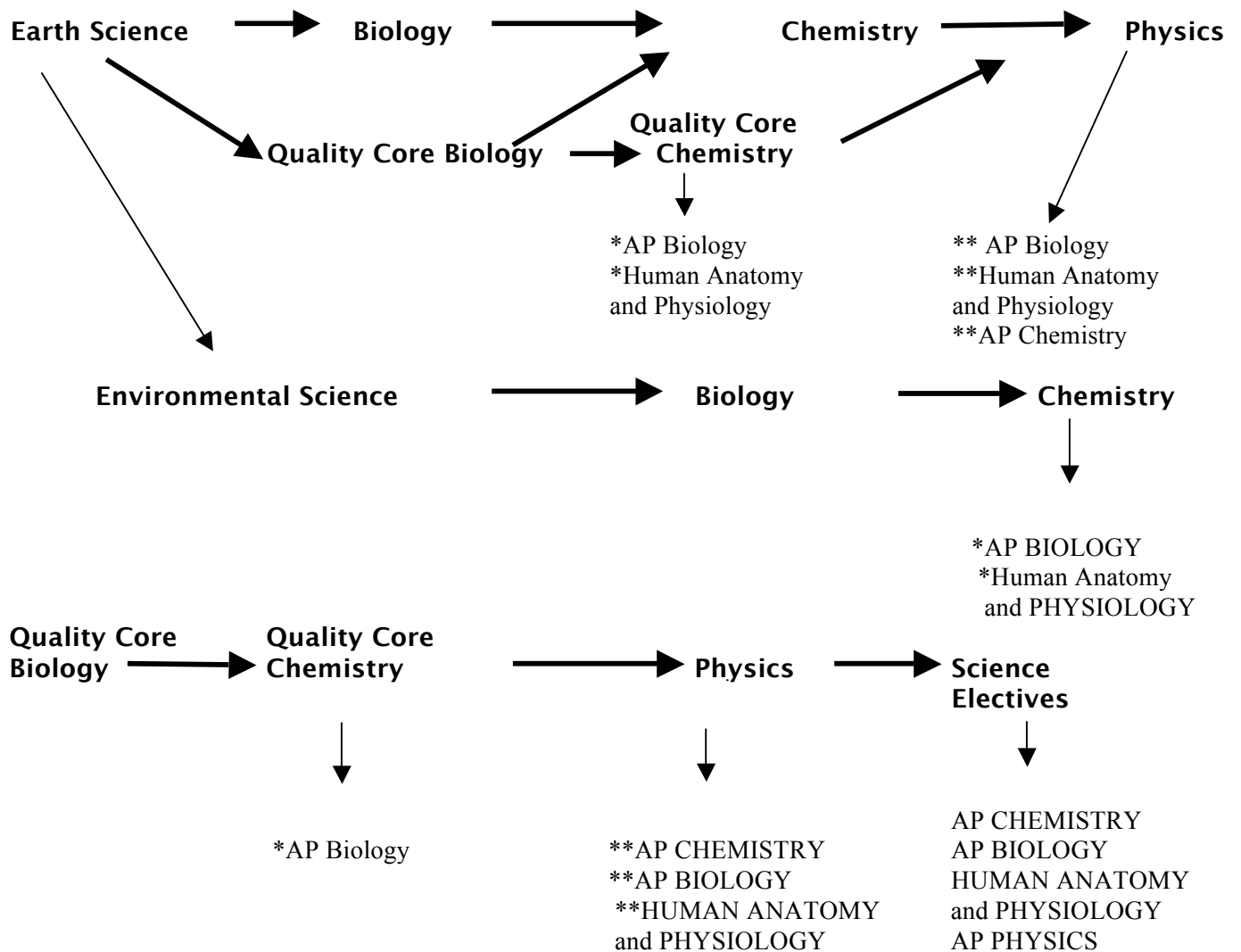
### **AP Physics B**

AP Physics B courses are designed by the College Board to parallel college-level physics courses that provide a systematic introduction to the main principles of physics and emphasize problem solving without calculus. Course content includes mechanics, electricity and magnetism, modern physics, waves and optics, and kinetic theory and thermodynamics.

### **AP Physics C**

Designed by the College Board to parallel college-level physics courses that serve as a partial foundation for science or engineering majors, AP Physics C courses primarily focus on 1) mechanics and 2) electricity and magnetism, with approximately equal emphasis on these two areas. AP Physics C courses are more intensive and analytical than AP Physics B courses and require the use of calculus to solve the problems posed.

## SCIENCE DEPARTMENT FLOW CHART



\* Must be concurrent with Chemistry  
 \*\* Must be concurrent with Physics

## SOCIAL STUDIES CURRICULUM

Course	Semester(s)	Credit(s)	Prerequisite(s)
World History Honors	2	2	Grade 9, MS recommendation
Ancient Civilizations (World History before 1350)	1	1	Grade 9 – 12
Western Civilization (World History from 1350)	1	1	Grade 9 - 12
Contemporary World Issues (World Problems)	1	1	Grade 11-12
U.S. History Honors	2	2	Grade 10
U.S. History	2	2	Grade 10
AP U.S. History	2	2	Grade 10-12
U.S. Government	1	1	Grade 11
# U.S. Government Honors	1	1	Grade 11
# AP U.S. Government and Politics	2	2	Grade 11
Economics	1	1	Grade 11, 12
Sociology	1	1	Grade 11, 12
Humanities	1	1	Grade 11, 12, GPA 3.0 or teacher signature

# Alternating year class. Please refer to page 6.

### World History

#### **World History Honors**

World History Honors provides students with an overview of the history of human society from early civilization to the contemporary period, examining political, economic, social, religious, military, scientific, and cultural developments.

#### **Ancient Civilizations (World History before 1350)**

Ancient Civilizations courses provide a survey of the evolution of society from the ancient Middle East through Greek and Roman civilizations. Typically, in these courses students study the rise and fall of civilizations and empires, with an emphasis on the legacies they provide to successive societies.

#### **Western Civilization (World History from 1350)**

Western Civilization courses apply an interdisciplinary approach to the study of western cultural traditions, frequently using a chronological framework. Course content typically includes a survey of the major developments in and contributors to art and architecture, literature, religion and philosophy, and culture. These courses may also cover intellectual and political movements.

#### **Contemporary World Issues (World Problems)**

Contemporary World Issues courses enable students to study political, economic, and social issues facing the world. These courses may focus on current issues, examine selected issues throughout the 20th century, and look at historical causes or possible solutions.

### U.S. History

#### **U.S. History (also U.S. History Honors)**

U.S. History courses provide students with an overview of the history of the United States, examining time periods from discovery or colonialism through World War II or after. These courses typically include a historical overview of political, military, scientific, and social developments. Course content may include a history of the North American peoples before European settlement.

#### **AP U.S. History**

Following the College Board's suggested curriculum designed to parallel college-level U.S. History courses, AP U.S. History courses provide students with the analytical skills and factual knowledge necessary to address critically problems and materials in U.S. history. Students learn to assess historical materials and to weigh the evidence and interpretations presented in historical scholarship. The course examines the discovery and settlement of the New World through the recent past.

### Government, Politics, and Law

#### **U.S. Government (also U.S. Government Honors)**

U.S. Government provides an overview of the structure and functions of the U.S. government and political institutions and examine constitutional principles, the concepts of rights and responsibilities, the role of political parties and interest groups, and the importance of civic participation in the democratic process. These courses may examine the structure and function of state and local governments and may cover certain economic and legal topics.

#### **AP U.S. Government and Politics**

Following the College Board's suggested curriculum designed to parallel college-level U.S. Government and Politics courses, these courses provide students with an analytical perspective on government and politics in the United States, involving both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. The courses generally cover the constitutional underpinnings of the U.S. government, political beliefs and behaviors, political parties and interest groups, the institutions and policy process of national government, and civil rights and liberties.

## **Economics**

### **Economics**

Economics courses provide students with an overview of economics with primary emphasis on the principles of microeconomics and the U.S. economic system. These courses may also cover topics such as principles of macroeconomics, international economics, and comparative economics. Economic principles may be presented in formal theoretical contexts, applied contexts, or both.

## **Social Sciences**

### **Sociology**

Sociology courses introduce students to the study of human behavior in society. These courses provide an overview of sociology, generally including, but not limited to, topics such as social institutions and norms, socialization and social change, and the relationships among individuals and groups in society.

## **Humanities**

### **Humanities**

Humanities courses examine and evoke student responses to human creative efforts and the world in particular historical periods and in particular cultures. Course content includes exploration, analysis, synthesis, and various responses to cultural traditions, including viewing, listening, speaking, reading, writing, performing, and creating. The courses may also examine relationships among painting, sculpture, architecture, and music.

The Geneseo High School social studies curriculum is compliant with Illinois school code to include instruction on the following topics. ILCS 5/27-20.3 Holocaust & Genocide, 5/27-20.4 Black History, 5/27-20.5 study of women's history, 5/27-20.6 study of Irish potato famine.

## SPECIAL EDUCATION CURRICULUM

The prerequisite for all classes is placement in the Special Education Program.

Course	Semester(s)	Credit(s)
English I, II, III, IV	2 (each)	2 (each)
Public Speaking (Speech)	1	1
Informal Mathematics/Informal Geometry (Pre-Algebra Geometry)	2	2
General Math (Basic Math)	2	2
Pre-Algebra (Practical Algebra)	2	2
Personal Finance (Independent Living Math)	2	2
# Integrated Science (General Science)	2	2
# Unified Science (Practical Science)	2	2
U.S. History	2	2
U.S. Government	1	1
# Contemporary U.S. Issues (Current Issues)	1	1
# World Geography (Geography)	1	1
Life Skills (English, Math, Science and Social Studies)	2 (each)	2 (each)
Adapted Physical Education	2	2
Health Education	2	2
Strategic Reading (Lit Lab I)	1	1
Corrective Reading (Lit Lab II)	2	2
# Introduction to Computers (Prep for Technology)	2	2
# Industrial Arts (Survey for Industrial Technology)	2	2
# Family Living (Home Arts)	2	2
Study Skills	1	1
Tutorial (Home Work Assistance)	2	0
# Career Exploration (Prep for Careers)	2	2
# Employability Skills (Orientation to Vocational Education)	2	2
Workplace Experience (STEP)	2	4

# Alternating year class. Please refer to page 6.

### English/Speech

#### English I - English/Language Arts I (9th grade)

English/Language Arts I (9th grade) courses build upon students' prior knowledge of grammar, vocabulary, word usage, and the mechanics of writing, and usually include the four aspects of language use: reading, writing, speaking, and listening. Typically, these courses introduce and define various genres of literature, with writing exercises often linked to reading selections.

#### English II - English/Language Arts II (10th grade)

English/Language Arts II (10th grade) courses usually offer a balanced focus on composition and literature. Typically, students learn about the alternate aims and audiences of written compositions by writing persuasive, critical, and creative multi-paragraph essays and compositions. Through the study of various genres of literature, students can improve their reading rate and comprehension and develop the skills to determine the author's intent and theme and to recognize the techniques used by the author to deliver his or her message.

#### English III - English/Language Arts III (11th grade)

English/Language Arts III (11th grade) courses continue to develop students' writing skills, emphasizing clear, logical writing patterns, word choice, and usage, as students write essays and begin to learn the techniques of writing research papers. Students continue to read works of literature, which often form the backbone of the writing assignments. Literary conventions and stylistic devices may receive greater emphasis than in previous courses.

#### English IV -English/Language Arts IV (12th grade)

English/Language Arts IV (12th grade) courses blend composition and literature into a cohesive whole as students write critical and comparative analyses of selected literature, continuing to develop their language arts skills. Typically, students primarily write multi-paragraph essays, but they may also write one or more major research papers.

#### Public Speaking (Speech)

Public Speaking courses enable students, through practice, to develop communication skills that can be used in a variety of speaking situations (such as small and large group discussions, delivery of lectures or speeches in front of audiences, and so on). Course topics may include, but are not limited to, research and organization, writing for verbal delivery, stylistic choices, visual and presentation skills, analysis and critique, and development of self-confidence.



## Mathematics

### **Informal Mathematics/02071 Informal Geometry (Pre-Algebra/ Geometry)**

Informal Mathematics courses emphasize the teaching of mathematics as problem solving, communication, and reasoning, and highlight the connections among mathematical topics and between mathematics and other disciplines. These courses approach the teaching of general math, pre-algebra, and pre-geometry topics by applying numbers, and algebraic and geometric concepts and relationships to real world problems. Informal Geometry courses emphasize a practical approach to the study of geometry and deemphasize an abstract, formal approach. Topics typically include properties of and work with plane and solid figures, inductive methods of reasoning and use of logic, concepts of congruence, similarity, parallelism, perpendicularity, and proportion, and rules of angle measurement in triangles.

### **General Math (Basic Math)**

General Math courses reinforce and expand students' foundational math skills, such as arithmetic operations using rational numbers, area, perimeter, and volume of geometric figures, congruence and similarity, angle relationships, the Pythagorean theorem, the rectangular coordinate system, sets and logic, ratio and proportion, estimation, formulas, solving and graphing simple equations and inequalities.

### **Pre-Algebra (Practical Algebra)**

Pre-Algebra courses increase students' foundational math skills and prepare them for Algebra I by covering a variety of topics, such as properties of rational numbers (i.e., number theory), ratio, proportion, estimation, exponents and radicals, the rectangular coordinate system, sets and logic, formulas, and solving first-degree equations and inequalities.

### **Personal Finance (Independent Living Math)**

Consumer Economics/Personal Finance courses provide students with an understanding of the concepts and principles involved in managing one's personal finances. Topics may include savings and investing, credit, insurance, taxes and social security, spending patterns and budget planning, contracts, and consumer protection. These courses may also provide an overview of the American economy.

## Science

### **Integrated Science (General Science)**

The specific content of Integrated Science courses varies, but they draw upon the principles of several scientific specialties—earth science, physical science, biology, chemistry, and physics—and organize the material around thematic units. Common themes covered include systems, models, energy, patterns, change, and constancy. These courses use appropriate aspects from each specialty to investigate applications of the theme.

### **Unified Science (Practical Science)**

Unified Science courses combine more than one branch of science into a cohesive study or may integrate science with another discipline. General scientific concepts are explored, as are the principles underlying the scientific method and experimentation techniques.

## Social Studies

### **U.S. History**

U.S. History courses provide students with an overview of the history of the United States, examining time periods from discovery or colonialism through World War II or after. These courses typically include a historical overview of political, military, scientific, and social developments. Course content may include a history of the North American peoples before European settlement.

### **U.S. Government**

U.S. Government courses provide an overview of the structure and functions of the U.S. government and political institutions and examine constitutional principles, the concepts of rights and responsibilities, the role of political parties and interest groups, and the importance of civic participation in the democratic process. These courses may examine the structure and function of state and local governments and may cover certain economic and legal topics.

### **Contemporary U.S. Issues (Current Issues)**

Contemporary U.S. Issues courses study the political, economic, and social issues facing the United States, with or without an emphasis on state and local issues. These courses may focus on current issues or may examine selected issues that span throughout the 20th century to the present.

### **World Geography (Geography)**

World Geography courses provide students with an overview of world geography, but may vary widely in the topics they cover. Topics typically include the physical environment, the political landscape, the relationship between people and the land, economic production and development, and the movement of people, goods, and ideas.

## Life Skills

### **Life Skills (Life Skills English, Math, Science and Social Studies)**

Life Skills courses provide students with information about a wide range of subjects to assist them in becoming wise consumers and productive adults. These courses often emphasize such topics as goal-setting, decision-making, and setting priorities, money and time management, relationships, and the development of the self. Practical exercises regarding selecting and furnishing houses, meeting transportation needs, preparing food, selecting clothing, and building a wardrobe are often integral to these classes. In addition, specific topics such as insurance, taxation, and consumer protection may also be covered.

## Physical Education/Health

### **Adapted Physical Education**

These courses provide physical education activities (sports, fitness, and conditioning) adapted for students with special needs.

### **Health Education**

Topics covered within Health Education courses may vary widely, but typically include personal health (nutrition, mental health and stress management, drug/alcohol abuse prevention, disease prevention, and first aid) and consumer health issues. The courses may also include brief studies of environmental health, personal development, and/or community resources.

## Electives

### **Strategic Reading (Lit Lab I)**

Strategic Reading courses are intended to improve a student's vocabulary, critical-thinking and analysis skills, or reading rate and comprehension level. Although these courses typically emphasize works of fiction, they may also include works of nonfiction (including textbooks). Strategic Reading courses often have a time-management focus, offering strategies for note-taking or for understanding and evaluating the important points of a text.

### **Corrective Reading (Lit Lab II)**

Corrective Reading courses offer diagnostic and remedial activities designed to correct reading difficulties and habits that interfere with students' progress in developing reading skills and understanding. Activities are chosen to increase or improve students' reading comprehension, reading technique, and general literacy skills.

### **Introduction to Computers (Prep for Technology)**

Introduction to Computer courses introduce students to computers and peripheral devices, the functions and uses of computers, the language used in the computer industry, possible applications of computers, and occupations related to computer hardware and software. These courses typically explore legal and ethical issues associated with computer use, as well as how computers influence modern society. Students may also be required to perform some computer operations.

### **Industrial Arts (Survey to Industrial Technology)**

Industrial Arts courses expose students to the tools and machines that they may encounter in manufacturing-related occupations and enable them to develop the skills they need to use these tools in various applications. Course topics typically include, but are not limited to, drawing and planning, electricity, graphic arts, woodwork, leatherwork, metalwork, plastics, and power technology. These courses typically cover general safety and career exploration, as well.

### **Family Living (Home Arts)**

Family Living courses emphasize building and maintaining healthy interpersonal relationships among family members and other members of society. These courses often emphasize, but are not limited to, topics such as social/dating practices, human sexuality and reproduction, marriage preparation, parenthood and the function of the family unit, and the various stages of life. They may also cover topics related to individual self-development, career development, personal awareness, and preparation for the responsibilities of a family member and wage earner.

### **Study Skills**

Study Skills courses prepare students for success in high school and/or for postsecondary education. Course topics may vary according to the students involved, but typically include reading improvement skills, such as scanning, note-taking, and outlining, library and research skills, listening and note-taking, vocabulary skills, and test-taking skills. The courses may also include exercises designed to generate organized, logical thinking and writing.

### **Tutorial (Homework Assistance)**

Tutorial courses provide students with the assistance they need to successfully complete their coursework. Students may receive help in one or several subjects.

### **Career Exploration (Prep for Careers)**

Career Exploration courses help students identify and evaluate personal goals, priorities, aptitudes, and interests with the goal of helping them make informed decisions about their careers. These courses expose students to various sources of information on career and training options and may also assist them in developing job search and employability skills.

### **Employability Skills (Orientation to Vocational Education)**

Employability Skills courses help students match their interests and aptitudes to career options with a focus on using employment information effectively, acquiring and improving job-seeking and interview skills, composing job applications and resumes, and learning the skills needed to remain in and advance within the workplace. Course content may also include consumer education and personal money management topics.

### **Workplace Experience (STEP)**

Workplace Experience (STEP) courses provide students with work experience in a field related to their interests. Goals are typically set cooperatively by the student, teacher, and employer (although students are not necessarily paid). These courses may include classroom activities as well, involving further study of the field or discussion regarding experiences that students encounter in the workplace.

# TECHNOLOGY EDUCATION CURRICULUM

Course	Semester(s)	Credit(s)	Prerequisite(s)
Wood Processing/Production	1	1	Grade 9 – 12
Metal and Wood Processing/Production	1	1	Grade 9 – 12
Drafting - General	1	1	Grade 9 – 12
Energy/Power (Energy Technology)	1	1	Grade 9 – 12
Equipment Maintenance & Repair	1	1	Grade 9 – 12
Welding (Basic Welding)	1	1	Grade 11–12 (Metal Processing)
Particular Topics in Welding (Adv Welding)	1	1	Grade 11-12 (Welding)
Audio and Video Technology & Film (Radio)	1	1	Grade 9 – 12
Construction Comprehensive (Building Trades)	1	1	Grade 10-12(Wood Processing)
Metal Processing/Production (Prod Machining)	1	1	Grade 9-12 (Metal Processing)
Diversified Occupations (COOP)	2	4	Grade 12
Materials and Processes (Digital Fabrication)	1	1	Grades 10-12 (metals or woods)

+ Our high school has formed articulation agreements with Black Hawk College. Students completing the above-identified courses at Geneseo High School with a “B” or better (both semesters) may earn articulation credit. Upon enrolling at Black Hawk College and discussing the articulated credit with BHC advisors (depending upon the course of study) students may receive college credit at no cost.

## **Wood Processing/Production**

Wood Processing/Production courses include studying the properties of woods and composites made from woods and using these materials to construct usable products. These courses enable students to experience the process of translating an idea into a finished product, with instruction in planning, designing, selecting materials, and using tools and machines.

## **Metal and Wood Processing/Production**

Metal and Wood Processing/Production courses include studying the properties of metals, woods, and composites and using these materials to construct usable products. These courses enable students to experience the process of translating an idea into a finished product, with instruction in planning, designing, selecting materials, and using tools and machines.

## **Drafting—General**

Drafting—General courses, usually offered as a sequence of courses, introduce students to the technical craft of drawing illustrations to represent and/or analyze design specifications and then refine the skills necessary for this craft. Drafting—General courses use exercises from a variety of applications to provide students with the knowledge and experience to develop the ability to perform freehand sketching, lettering, geometric construction, and multi-view projections and to produce various types of drawings (working, detail, assembly, schematic, perspective, and so on). Computer-aided drafting (CAD) systems (if available) are typically introduced and used to fulfill course objectives.

## **Energy/Power**

Energy/Power courses focus on one or several aspects of energy and power in transportation and work. Course content may include various sources of energy and their use in society (for example, characteristics, availability, conversion, storage, environmental impact, and socioeconomic aspects of various energy sources), principles involved in various means of energy transfer, such as electricity/electronics, hydraulics, pneumatics, heat transfer, and wind/nuclear/solar energies, and the transmission and control of power through mechanical or electrical devices, such as motors and engines.

## **Equipment Maintenance and Repair (Small Engines/Power Technology)**

Equipment Maintenance and Repair courses prepare students to adjust, maintain, replace, and repair parts of machinery and to repair tools, equipment, and machines. The courses may have a general emphasis or may focus on a specific type of machinery or equipment related to a particular industry. Depending upon the intent, course topics may include electric, hydraulic, or mechanical systems, control devices, valves, and gates, or supplemental equipment, such as fans, hoses, and pipes.

## **Welding (Basic Welding)**

Welding courses enable students to gain knowledge of the properties, uses, and applications of various metals, skills in various processes used to join and cut metals (such as oxyacetylene, shielded metal, metal inert gas, and tungsten arc processes), and experience in identifying, selecting, and rating appropriate techniques. Welding courses often include instruction in interpreting blueprints or other types of specifications.

## **Particular Topics in Welding (Advance Welding)**

In these courses students gain knowledge and skills in particular aspects of welding. Examples include individual courses in each of the following types of welding: gas metal, gas tungsten, and shielded metal and flux core arc welding.

## **Audio/Visual Production (Radio)**

Audio/Visual Production courses provide students with the knowledge and skills necessary for television, video, film, and/or radio production. Writing scripts, camera operation, use of graphics and other visuals, lighting, audio techniques, editing, production principles, and career opportunities are typical topics covered within production courses. Students are usually required to produce their own program or segment. Additional topics such as broadcast industry regulations, radio/TV operation, power of the medium, photography, transmission technology, and so on may be included.

**Construction—Comprehensive (Intro to Building Trades)**

Construction—Comprehensive courses provide students with basic knowledge and skills required for construction of commercial, residential, and institutional structures. These courses provide experiences and information (typically including career opportunities and training requirements) regarding construction-related occupations such as carpentry, cabinetmaking, bricklaying, electrical trades, plumbing, concrete masonry, and so on. Students engage in activities such as reading blueprints, preparing building sites, starting foundations, erecting structures, installing utilities, finishing surfaces, and providing maintenance.

**Metal Processing/Production (Production machining)**

Metal Processing/Production courses include studying the properties of metals and metal alloys and using these materials to construct usable products. These courses enable students to experience the process of translating an idea into a finished product, with instruction in planning, designing, selecting materials, and using tools and machines.

**Diversified Occupations (COOP)**

Diversified Occupations courses help students enter the workforce through career exploration, job search and application, and the development of positive work attitudes and work-related skills. These courses typically cover such topics as career planning and selection, money management, communication skills, interpersonal business relationships and behaviors, and personal responsibility. Employment may be a required component of these courses, or students may be required to enroll concurrently in a work experience course.

**Materials and Processes (Digital Fabrication)**

Materials and Processes courses expose students to the tools, machines, and processes that may be encountered in manufacturing-related occupations. In particular, these courses stress the analysis, testing, and processing of metals, plastics, woods, ceramics, and composite materials.

## VISUAL AND PERFORMING ARTS CURRICULUM

Course	Semester(s)	Credit	Prerequisite(s)
Creative Art - Comprehensive	1	1	Grades 9 – 11
Creative Art – Drawing I	1	1	Creative Art Comprehensive
Creative Art – Drawing II	1	1	Drawing I
Creative Art – Painting I	1	1	Creative Art Comprehensive
Creative Art – Sculpture I	1	1	Creative Art Comprehensive
Ceramics/Pottery (Ceramics I)	1	1	Creative Art Comprehensive
Graphic Design (Graphic Arts)	1	1	Grade 11 - 12
Visual Arts – Painting II	1	1	Painting I
Visual Arts – Ceramics II	1	1	Ceramics I
Visual Arts – Sculpture II	1	1	Sculpture I
# Introduction to the Theatre (Theatre I)	1	1	Grades 10 – 12
# Theater Arts (Theatre II)	1	1	Theater I
Fall Concert Band/Concert Ensemble	1	1	Grades 9 - 12
Marching Band/Concert Ensemble	1	1	Grades 9 – 12
Concert Band	1	1	Grades 9 - 12
AP Music Theory	2	2	Grades 10 – 12
Chorus	2	2	Grades 9 – 12

# Alternating year class. Please refer to page 6.

### Visual Arts

#### **Creative Art—Comprehensive (Art Foundations)**

Creative Art provides students with the knowledge and opportunity to explore an art form and to create individual works of art. These courses may also provide a discussion and exploration of career opportunities in the art world. Initial courses cover the language, materials, and processes of a particular art form and the design elements and principles supporting a work of art. As students advance and become more adept, the instruction regarding the creative process becomes more refined, and students are encouraged to develop their own artistic styles. Although Creative Art courses focus on creation, they may also include the study of major artists, art movements, and styles.

#### **Creative Art—Drawing I (Drawing I)**

Creative Art—Drawing I courses cover the same topics as Creative Art—Comprehensive courses, but focus on drawing. In keeping with this attention on two-dimensional work, students typically work with several media (such as pen-and-ink, pencil, chalk, and so on), but some courses may focus on only one medium.

#### **Creative Art—Drawing II (Drawing II)**

Creative Art—Drawing II courses cover the same topics as Creative Art—Drawing/Painting, but focus on drawing. In keeping with this attention on two-dimensional work, students typically work with several media (such as pen-and-ink, pencil, chalk, and so on), but some courses may focus on only one medium.

#### **Creative Art – Painting I (Painting I)**

Creative Art—Painting courses cover the same topics as Creative Art—Drawing/Painting, but focus on painting. In keeping with this attention on two-dimensional work, students typically work with several media (such as watercolor, tempera, oils, acrylics, and so on), but some courses may focus on only one medium.

#### **Creative Art—Sculpture I (Sculpture I)**

Creative Art—Sculpture courses cover the same topics as Creative Art—Comprehensive courses, but focus on creating three-dimensional works. Students typically work with several media (such as clay, ceramics, wood, metals, textiles, and so on), but some courses may focus on only one medium.

#### **Ceramics/Pottery (Ceramics I)**

Ceramics/Pottery courses cover the same topics as Creative Art—Comprehensive courses, but focus on creating three-dimensional works out of clay and ceramic material. Particular attention is paid to the characteristics of the raw materials, their transformation under heat, and the various methods used to create and finish objects.

#### **Graphic Design (Graphic Arts)**

Graphic Design courses emphasize design elements and principles in the purposeful arrangement of images and text to communicate a message. They focus on creating art products such as advertisements, product designs, and identity symbols. Graphic Design courses may investigate the computer's influence on and role in creating contemporary designs and provide a cultural and historical study of master design works of different periods and styles.

#### **Visual Arts—Other – Painting II**

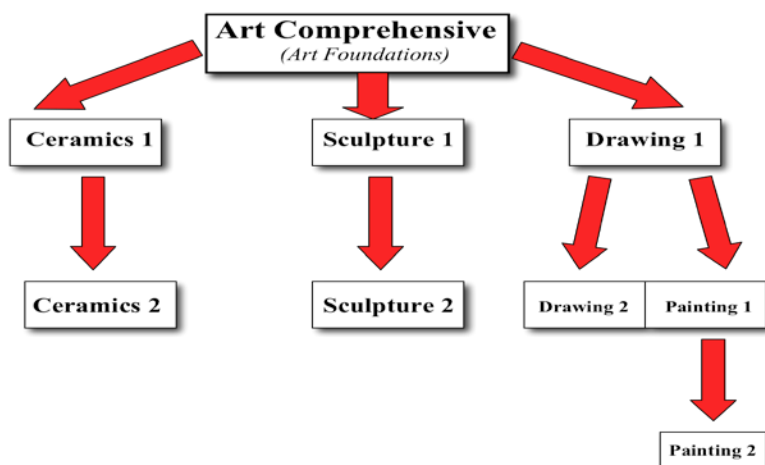
This one-semester course will allow the student to concentrate on a painting medium of their choice. Class time will also be used for drawing and discussion of art appreciation.

### Visual Arts—Other – Ceramics II

This one-semester course will continue the student's concentration in wheel-throwing and advanced hand building methods. The student will investigate more intricate methods of surface decoration and glazing.

### Visual Arts—Other – Sculpture II

This course is designed to allow students to concentrate on a three-dimensional medium of their choice. Advanced 3D sculpture methods and materials will be emphasized. This is a one-semester course open students who have completed Sculpture I.



## Performing Arts

### Introduction to the Theater (Theatre I)

Introduction to the Theater courses provide an overview of the art, conventions, and history of the theater. Although the courses sometimes include experiential exercises, they emphasize learning about the theater rather than performance. Students learn about one or more of the following topics: basic techniques in acting, major developments in dramatic literature, major playwrights, the formation of theater as a cultural tradition, and critical appreciation of the art.

### Theatre Arts (Theatre II)

Theatre arts courses focus on the study and performance of drama, including musical theatre. These courses review a wide range of scripted materials, such as plays, screen plays, teleplays, readers' theatre scripts, dramatic criticism, creation of original dramatic works, and the role of dramatic arts in society. In addition, students will work collaboratively on performances.

## Music

### Concert Band

Courses in Concert Band are designed to promote students' technique for playing brass, woodwind, and percussion instruments and cover a variety of band literature styles, primarily for concert performances.

### Marching Band

Courses in Marching Band are intended to develop students' technique for playing brass, woodwind, and percussion instruments and cover appropriate band literature styles, primarily for marching performances.

### AP Music Theory

AP Music Theory courses are designed to be the equivalent of a first-year music theory college course as specified by the College Board. AP Music Theory develops students' understanding of musical structure and compositional procedures. Usually intended for students who already possess performance-level skills, AP Music Theory courses extend and build upon students' knowledge of intervals, scales, chords, metric/rhythmic patterns, and the ways they interact in a composition. Musical notation, analysis, composition, and aural skills are important components of the course.

### Chorus

Chorus courses provide the opportunity to sing a variety of choral literature styles for men's and/or women's voices and are designed to develop vocal techniques and the ability to sing parts.

## 2011 - 2012 Black Hawk Course Offerings

These classes are subject to a minimum enrollment in order to offer them as a class on the Geneseo High School campus. Students will receive 1 elective high school credit for each semester of a Black Hawk College course, except for NA100, which will receive 2.5 elective high school credits per semester. Students are responsible for tuition, fees, and textbooks. A final grade of C or higher is required in these classes in order to be used as a transfer grade in the IAI (Illinois Articulation Incentive General Education Curriculum). If you plan to attend another college or university, it is recommended you contact that college or university for further advisement. See the guidance department regarding tuition and fees.

### Psychology

#### **PSYCH 101 Introductory Psychology (1<sup>st</sup> semester) – Early Bird**

**3 credits, 3 lecture hours**

**Prerequisite:** Qualifying ACT or COMPASS score and minimum 16 years old.

A survey of the field of general psychology without specific emphasis on any particular theory or model of human or animal behavior. Fundamental principles, methods, theories and issues in the field are discussed. Content areas may include learning, thinking, neuroscience, methodology, memory, perception, personality, intelligence, emotion, adjustment, and abnormality, among others.

### Speech

#### **SPEC 101 Principles of Speech Communications (2nd semester) - Early Bird**

**3 credit hours, 3 lecture hours**

The Principles of Speech Communications apply the principles of oral communication to the preparation and presentation of speeches.

#### **NA 100 Extended Health Occupations I\* – Certified Nursing Assistant - Early Bird**

**8 credit hours, 2 semesters**

**Prerequisite:** Grade 12, Minimum GPA 2.5 after 5 semesters

**Additional requirements:** proof of recent physical exam with record of immunizations, TB screening (provided by facility), purchase of uniform, watch with second hand, and appropriate footwear.

Provides the potential nurse assistant with knowledge, understanding and skills to function as a responsible member of the health team. Students combine theory with practical applications to various health care situations. Additional emphasis has been incorporated regarding care for patients with Alzheimer's Disease, the aging process, problems of the aged, and death and dying. Participation in this class requires compliance with standards set by the Illinois Department of Public Health for attendance of a minimum of 80 theory and 40 clinical hours. Clinical hours are defined as time spent in various settings of the sponsoring facility, primarily long term care. Once successfully completed, the candidate qualifies for application to take the Illinois Competency Exam for Nursing Assistants. This course is limited to 10 students. Acceptance into this program will be based on GPA, attendance and discipline records.