

# 2017-2018 CURRICULUM GUIDE

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**MINOOKA**  
COMMUNITY HIGH SCHOOL

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# MINOOKA COMMUNITY HIGH SCHOOL DISTRICT # 111

*Mission: To inspire and motivate our students with an educational experience that leads to achievement and success*

## **BOARD OF EDUCATION**

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*President*

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*Vice-President*

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*Assistant Principal - South*

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Kristina Brown  
*Freshmen/Sophomores H - O*

Angela Ferro  
*Freshmen/Sophomores P - Z*

Bobbi White  
*Juniors/Seniors A - D*

Kristin Carlson  
*Juniors/Seniors E - Le*

Jessica Hopkins  
*Juniors/Seniors Lf - Rod*

Raymond Liberatore  
*Juniors/Seniors Roe - Z*

The Curriculum Guide should be reviewed carefully. As you make your course selections, it may be helpful to keep the following questions in mind:

1. What courses will I need to take each year to meet Minooka Community High School graduation requirements?
2. Considering my strengths, talents, and challenges, what career alternatives do I consider now?
3. In pursuing my probable educational and career plans, what continuing education will I want or need? Will I go directly to work? Should I consider a career in the armed services?
4. If I plan to seek additional education in college or other career preparation, am I familiar with the special requirements needed for such a program?
5. Am I fully aware that my success depends upon good study habits, consistent self-discipline, an attitude of inquiry and cooperation, regular attendance, and positive progress toward predetermined goals?

You should list the courses you need and desire, then discuss your choices with school staff in light of your performance, your aptitudes, your test scores, your interests, and your future planning. Consider not only the courses that are appropriate for next year but those that will meet your goals over four years of high school.

All faculty and staff at Minooka Community High School are available to assist students and parents. Counselors are especially qualified to help students assess their academic, personal, and social aptitudes to become increasingly capable of mature self-guidance. The final responsibility for making wise educational decisions ultimately rests with the student and the parents. I encourage you to read through this Guide and choose your courses carefully. Minooka Community High School has much to offer.

We look forward to helping you achieve your goals through our mission statement; To inspire and motivate our students with an educational experience that leads to achievement and success.

Yours,

Ron Kiesewetter  
Principal  
Minooka Community High School

*Minooka Community High School District #111 does not discriminate on the basis of race, color, creed, sex, religion, national origin, socioeconomic status, disability, age, or marital status. The Board of Education has designated the Director of Student Services, 301 S. Wabena, Minooka, Illinois, 60447, 815/467-2140, ext. 5035, as the district's Title IX/Section 504/Non-discrimination/ADA Compliance Coordinator.*

**MCHS - CENTRAL CAMPUS**  
301 S. Wabena Avenue  
Minooka, IL 60447  
(p) 815-467-2140 / (f) 815-467-2431

**DISTRICT #111 OFFICE**  
26655 W. Eames Street  
Channahon, Illinois 60410  
(p) 815-467-2557 / (f) 815-467-9733

**MCHS - SOUTH CAMPUS**  
26655 W. Eames Street  
Channahon, IL 60410  
(p) 815-521-4001 / (f) 815-467-6120

## COURSE SELECTION AND REGISTRATION

Beginning in January, counselors and teachers will assist students in the selection of courses for the following year. Parents are encouraged to contact their student's counselor to assist in this process. **Please note that courses will only run if enrollment is sufficient. If any course is cancelled, students will be notified, and an alternate course scheduled.** On March 3, 2017, all registration will be completed, except for new/transfer students.

Subject-level placement of incoming freshmen will be based on the results of placement tests, 8th grade achievement test scores and grades, and the recommendations of junior high school teachers. Placement of students already enrolled in high school is based upon previous performance and the recommendations of their teachers.

Freshmen through juniors must schedule a minimum of seven courses, including P.E. Students opting for seven courses will be scheduled into resource. During resource students may complete homework, take advantage of learning labs, spend time in the media center and/or career center, or perhaps serve as an office worker.

Students who move into the district must register with the Student Services Department. A parent must accompany the student at the time of registration. Proof of residency, health record, birth certificate and an ISBE transfer form (Illinois public schools) will be required. Records from the previous school attended will be requested by the registrar. Until this information is received, a student will not be officially enrolled at MCHS.

### SCHEDULING OF SENIORS

Seniors have various options in scheduling. Students may elect to enroll in only those courses needed for graduation, entrance to a college or university, preparation for entrance into the workforce, or to accommodate a GAVC program. **Second semester scheduled classes are to be maintained, even if not needed for graduation.** \*Athletes must be enrolled in a minimum of five courses per semester to meet I.H.S.A. guidelines (see page 9).

2017-2018 seniors wishing to register for a reduced schedule must have a signed consent form on file with the Student Services Office prior to the last day of school of the previous school year. Students without a signed consent on file by the deadline will have their free hours scheduled.

### PROGRAMMING OPTIONS

Minooka Community High School offers several programming options in addition to the traditional 7 or 8 period block schedule. Some on-site options include: Grundy Area Vocational Center, Joliet Junior College classes, and senior flex scheduling. Students interested in finding out about these options should contact their counselor.

### SCHEDULE CHANGES

**After March 3, 2017, students schedules for the entire 2017-2018 school year will be created based on the courses requested at that time. Once the 2017-2018 master schedule has been completed, students may request a course change with their counselor between May 1, 2017 and May 23, 2017. Course changes during this time will be granted based on available seats in the new course requested. Students will not be able to request any schedule changes after the last full day of the school year, May 23, 2017. Therefore, it is the students' and parents' responsibility to carefully review the students' requests to ensure appropriate course selection for the entire year.**

Once preregistration has been completed and the master schedule developed, changes in a student's schedule can be made within the first 5 sessions of the class only if clearly warranted. **No changes will be made after the date of the 5th session of a class, not including a combined A/B session of school.** Reasons for changing a schedule within the first 5 sessions of class may include:

- Conflict in scheduling which cannot be resolved
- Failure of summer school or failure to attend summer school
- Clerical error on schedule
- An additional class may be added to replace a resource within the first 5 sessions of that class based upon seating availability. The student will be responsible for all work assigned prior to enrollment in the class.
- Students may request to drop an 8th class and replace it with a resource within the first 5 sessions of that class.
- After first semester in a yearlong, elective course, in which the student earned a D or F for the semester grade, the student may choose to stay in the class, level change if there is an opening, or drop the class and replace it with another class. Please see the *Honors Classes* section pertaining to rules governing class changes in the honors program.

### WITHDRAWAL FROM A COURSE

Students are encouraged to complete the courses they start; however, in the event a student wishes to withdrawal from a course s/he will incur a Withdrawal Fail (WF) grade and will be placed in a Resource. Students must complete a *Class Withdrawal Request Form*, which includes approval of parent, teacher, instructional leader, and counselor. Students are responsible for ensuring all required signatures are obtained on the *Class Withdrawal Request From*. The transcript will reflect a Withdrawal Fail (WF), which will be calculated into the student's grade point average.

### ADVANCED PLACEMENT PROGRAM

Minooka Community High School participates in the Advanced Placement Program sponsored by the College Entrance Examination Board. The purpose of the program is to allow qualified students to take college-level courses while still in high school. MCHS offers fourteen AP courses. Students enrolling in an AP course will be required to take the Advanced Placement Examination in May. There is a fee for the exam, which must be paid at the beginning of the school year when other student fees are paid. **Currently, the fee is \$93.00.** Counselors and instructors will assist students in signing up for the exam.

### WRITING INTENSIVE COURSES

The State of Illinois now requires that all students who graduate from high school have two years of writing intensive courses. Students can fulfill this requirement by taking any of the following courses:

|                                     |                           |                             |
|-------------------------------------|---------------------------|-----------------------------|
| AP English Language & Composition   | Creative Writing I and II | JJC English 101             |
| AP English Literature & Composition | English II Applied        | JJC English 102             |
| AP European History                 | English II Honors         | JJC History 103             |
| AP U.S. Government and Politics     | English II                | JJC History 104             |
| AP U.S. History                     | English III               | Journalism I, II            |
| AP World History                    | English III Applied       | PSCI 101                    |
| College Prep Writing                | Government Honors         | World History Honors        |
|                                     |                           | Yearbook Publication I & II |

## COMPUTER APPLICATION COURSES

Minooka Community High School requires a minimum of one credit in a computer application course for graduation. A computer application course teaches a specific set of skills on a daily basis to demonstrate a progression of mastery within the application. Courses that fulfill this graduation requirement are listed below.

| <b>Course Name</b>                                | <b>Grade Level</b> | <b>Application(s) Taught</b>   |
|---|--------------------|--|
| All Things Google                                 | 9, 10, 11, 12      | Google Docs, Sheets, Slides, Forms   |
| Computer Art                                      | 9, 10, 11, 12      | Adobe Photoshop, Graphics Tablet (tool), Photobooth, iMovie  |
| Computer Game Design I & II                       | 9, 10, 11, 12      | Alice, Garageband, JAVA/Greenfoot, Photoshop   |
| Engineering & Architecture I & II                 | 10, 11, 12         | Autodesk Inventor, Chief Architect   |
| Graphic Arts Design                               | 10, 11, 12         | Photoshop, InDesign  |
| Individualized Keyboarding                        | 9, 10              | Word, Excel, Powerpoint, iMovie, iPhoto, GarageBand, Email, Google Apps, online image editing and web design |
| Introduction to Information Technology            | 9, 10, 11, 12      | Word, Excel, Powerpoint, iMovie, iPhoto, GarageBand, EMail, Google Apps, online image editing and web design |
| Introduction to Microsoft Office Applications     | 9, 10, 11, 12      | Word, Excel, Powerpoint, Access  |
| Journalism I, II, III, IV                         |                    | InDesign, EDesign, Photoshop   |
| Local History                                     | 9, 10, 11, 12      | Photoshop, Adobe Acrobat Pro, Adobe Dreamweaver, Image Capture, Photo Studio                                 |
| Microsoft Certification Prep. Powerpoint & Access | 10, 11, 12         | Microsoft Powerpoint, Microsoft Access   |
| Microsoft Certification Word & Excel              | 10, 11, 12         | Microsoft Word, Microsoft Excel  |
| Mobile Apps Development                           | 10, 11, 12         | Code/Swift   |
| Music Technology & Keyboarding I & II             | 9, 10, 11, 12      | Finale, Band in a Box, GarageBand  |
| Technology Explorations I & II                    | 9, 10, 11, 12      | Word, Powerpoint, iMovie, email, SketchUp, Clickteam Fusion 2.5, Bridge Designer, NXT Robotics programming   |
| Video Editing I & II                              | 11, 12             | Final Cut Pro, Live Type, iDVD   |
| Web Page Design I & II                            | 10, 11, 12         | Adobe Dreamweaver, Adobe Photoshop   |
| Yearbook I, II, III, IV                           | 9, 10, 11, 12      | InDesign, EDesign, Photoshop   |

## GRADES

Semester grades are cumulative. Parents are encouraged to monitor their student's progress online here or enter <https://powerschool.mchs.net/public/> into your web browser's address bar.

In calculating the semester grade, grades earned during the 18 week grading period are worth 80% of the total grade for the semester; the semester exam is worth 20%.

Students who have had extended illnesses and have not had the opportunity to complete all work assigned for the grading period will be given an incomplete (I). **Except in unusual circumstances, students will have two weeks to complete assignments, or the grade will automatically become a failing grade (F).**

### SCHOOL WIDE GRADING SCALE (adopted for the 2013-2014 school year)

| <b>Letter Grade</b> | <b>Percentage Range</b> | <b>GPA Awarded</b> | <b>Weighted GPA Awarded</b> |
|---------------------|-------------------------|--------------------|-----------------------------|
| A+                  | 100% - 97%              | 4.0 GPA            | 5.0 GPA                     |
| A                   | 96% - 93%               | 4.0 GPA            | 5.0 GPA                     |
| A-                  | 92% - 90%               | 3.7 GPA            | 4.7 GPA                     |
| B+                  | 89% - 87%               | 3.3 GPA            | 4.3 GPA                     |
| B                   | 86% - 83%               | 3.0 GPA            | 4.0 GPA                     |
| B-                  | 82% - 80%               | 2.7 GPA            | 3.7 GPA                     |
| C+                  | 79% - 77%               | 2.3 GPA            | 3.3 GPA                     |
| C                   | 76% - 73%               | 2.0 GPA            | 3.0 GPA                     |
| C-                  | 72% - 70%               | 1.7 GPA            | 2.7 GPA                     |
| D+                  | 69% - 67%               | 1.3 GPA            | 1.3 GPA                     |
| D                   | 66% - 63%               | 1.0 GPA            | 1.0 GPA                     |
| D-                  | 62% - 60%               | .7 GPA             | .7 GPA                      |
| F                   | 59% - 0%                | 0.0 GPA            | 0.0 GPA                     |

### **GRADE POINT AVERAGE**

Grade point average at Minooka Community High School is computed by dividing grade points earned by the number of attempted credits. Every letter grade is assigned a numerical value (grade points). There is a distinction between weighted courses and regular courses in relation to the assignment of grade points for a particular letter grade.

Each semester, a grade point average will be computed for honor roll purposes. Students who earn a GPA of 3.00 to 3.6 will be placed on the regular honor roll. Students who earn a GPA of 3.7 and above will be placed on the high honor roll.

At the end of a semester, the GPA for that semester will be calculated. In addition, a cumulative GPA, which includes all grades earned while in high school, will be calculated. The cumulative GPA is figured by adding all grade points earned and dividing by the total number of attempted credits. Band and Physical Education will count towards a student's GPA.

## WEIGHTED COURSES

|                                     |                             |
|-------------------------------------|-----------------------------|
| Advanced Chemistry                  | English I Honors            |
| Algebra II Honors                   | English II Honors           |
| Anatomy and Physiology              | French II Honors            |
| AP Calculus AB                      | French III Honors           |
| AP Calculus BC                      | French IV Honors            |
| AP English Language & Composition   | Geology Honors              |
| AP English Literature & Composition | Geometry Honors             |
| AP European History                 | Government Honors           |
| AP Human Geography                  | Honors Drawing I            |
| AP Music Theory                     | Honors Drawing II           |
| AP Physics I                        | Honors Speech Communication |
| AP Physics II                       | JJC Math 170 Calculus I     |
| AP Psychology                       | JJC Math 128 Statistics     |
| AP Statistics                       | Portfolio Honors            |
| AP U.S. Government & Politics       | Pre-Calculus Honors         |
| AP U.S. History                     | Spanish II Honors           |
| AP World History                    | Spanish III Honors          |
| Automated Accounting II Honors      | Spanish IV Honors           |
| Biology Honors                      | Spanish V Honors            |
| Chemistry Honors                    | Wind Ensemble IV Honors     |
| Concert Choir IV Honors             | Wind Symphony IV Honors     |
| Economics                           | Women's Chorale IV Honors   |
|                                     | World History Honors        |

## **CLASS RANK**

Class rank will be reported as a percentile band within which the student's GPA falls.

- Semester and year-end report cards will include a student's individual GPA and the corresponding percentile band (i.e. top 1% has a GPA of 4.7 and above).
- Additionally, the percentile band will be reported in PowerSchool, on school profiles (updated yearly), and on transcripts starting July 1, 2015.
- Percentile bands include: 1, 2, 3-5, 6-10, 11-15, 16-20, 21-25, 26-50, 51-75, 76-100.

On transcripts (both official and unofficial), class rank reporting will be **optional**.

- On the transcript request form, the student will indicate whether or not to have his/her class rank reported on transcripts.
- Upon request, class rank will be documented in a supplemental letter, from the Registrar/Principal, which will accompany the actual transcript and school profile.
- If interested, a student or parent may ask the student's counselor for his/her specific class rank at the end of any given semester when class rank and percentiles are calculated. During summer months, parents or students may contact office staff, registrars, or administrators for this information.

## **LATIN HONORS**

Minooka Community High School will recognize graduating students whose final GPA falls within the honors levels listed below:

|                        |                    |
|------------------------|--------------------|
| <b>Summa Cum Laude</b> | <b>4.0 (+)</b>     |
| <b>Magna Cum Laude</b> | <b>3.85 - 3.99</b> |
| <b>Cum Laude</b>       | <b>3.7 - 3.84</b>  |



## **REQUIREMENTS FOR PARTICIPATION IN CO-CURRICULAR ACTIVITIES & ATHLETICS GOVERNED BY THE ILLINOIS HIGH SCHOOL ASSOCIATION (IHSA)**

To participate in athletics at Minooka Community High School, a student must be enrolled in a minimum of five classes and maintain the following academic standards:

- Pass five classes each semester to participate the following semester.
- Achieve a 1.5 grade point average at the end of each semester to be eligible to participate the following 6-week grading period.  
Any student who fails to meet this requirement will be suspended from further participation until the student attains an overall grade point average of 1.5 in a subsequent 6-week grading period.
- Pass five classes each week to participate the following week.

### **GRADUATION REQUIREMENTS**

All students attending Minooka Community High School must meet the following graduation requirements:

|                |                 |                  |
|----------------|-----------------|------------------|
| CREDITS:<br>52 | REQUIRED:<br>36 | ELECTIVES:<br>16 |
|----------------|-----------------|------------------|

The required credits are listed below:

- 7 credits of English (3.5yrs.) (Eng. I, Eng. II, and Eng. III required, 1 semester elective)
- 1 credit of Speech (1 semester)
- 6 credits of Mathematics (3 years)
- 6 credits of Science (3 years)
- 2 credits of U.S. History (1 year)
- 2 credits of World Cultures OR Honors World History (1 year)
- 1 credit of Government (1 semester)
- 1 credit of Consumer Education or Economics (1 semester)
- 2 credits of Art, Choir, Music, Vocational Education, or World Language (1 year)
- 1 credit of Health (1 semester)
- 6 credits of P.E. (3 years)
- 1 credit of Computer Applications (1 semester)

The remaining credits are earned through electives. Students are encouraged to enroll in electives which are beneficial to their career goals. If a student earns an F for the final semester grade of the course in a sequential course, the student will not be allowed to continue to the next course.

All students must take the college and career readiness assessment as a condition of receiving a regular high school diploma unless the student is exempted for the following reasons:

1. The student's individualized educational program developed under Article 14 of the School Code identifies the Illinois State Assessment as inappropriate for the student: or
2. The student is exempt due to the student's lack of English language proficiency: or
3. The student is enrolled in a program of Adult and Continuing Education as defined in the Adult Education Act.
4. The student is otherwise identified by the state board of education as being exempt.

### **CLASS DESIGNATION BY CREDIT**

Beginning with the class of 2016, classification as freshman-, sophomore-, junior-, or senior-year students will be based on credits rather than years of attendance. Students must earn a minimum number of credits by the first day of the new academic year in order to be designated as a sophomore, junior, or senior as follows: Sophomore - 13, Junior - 26, Senior - 39.

**A student will not be allowed to participate in the graduation ceremony unless all academic requirements and financial obligations have been met.**

With prior administrative approval, a maximum of 6 units of outside credit may be recovered and counted toward the requirements for graduation from Minooka Community High School from the following: correspondence courses, exchange programs, out-of-district summer school, and independent study/night school. Please check with your counselor for NCAA approval of any courses before enrollment. Note: Dual Credit courses through MCHS are not considered outside credit for purposes of calculating the 6 outside-credit maximum.

## **EARLY GRADUATION**

Students who have completed graduation requirements by the end of six or seven semesters of school attendance may apply to their counselor for early graduation. Notification of the student's request and verification of the student's eligibility for early graduation will be given by the counselor to the Principal and the Assistant Principal. The Superintendent, or designee, upon the recommendation of the Principal, may grant permission for early graduation to a student. The deadline for application/submission of paperwork is the last day of the semester prior to the semester of graduation. Students interested in early graduation option should contact their counselors for information. Once fall semester of the senior year has started, students may not drop classes to declare early graduation.

## **REQUESTS FOR TRANSCRIPTS**

A Transcript Request Form should be completed **1 week** in advance of the scholarship or college application due date in order to allow the registrar sufficient processing time. Transcript Request forms are available in the Student Services Office or on our Web site [www.mchs.net](http://www.mchs.net). Official transcripts for college applications and/or scholarships are mailed directly to the college or university. Unofficial transcripts only will be given to an individual.

## **PHYSICAL EXAMINATION REQUIREMENT**

### **Notice to Parents and 8th Grade Students**

The Illinois School Code requires that all students entering as freshman or as transfer students must have a physical exam performed by a licensed physician (M.D. or D.O.), Advanced Practice nurse (APN), or Physician Assistant (PA). The physical exam form must be completed and turned in by the first day of school. Documentation of immunity to or vaccination for tetanus, diphtheria, pertussis (whooping cough), meningitis, polio, measles, rubella, mumps, hepatitis B and varicella (chicken pox) is also required per Illinois School Code. Verification of varicella disease by a health care provider can be submitted in lieu of vaccination. All physical and immunization information must be recorded on the current Department of Human Services Certificate of Child Health Examination. No student will be allowed to attend school unless he or she has provided evidence that the physical examination has been completed and includes proof of all required immunizations. The physical form must be complete, including the Parent/Guardian section.

*\* A sports physical will not be acceptable as a ninth grade physical.*

Vision and hearing screening will be done, as mandated, for freshmen during the semester in which they have physical education and for new students in the school district. Vision screening is not a substitute for a complete eye and vision evaluation by an eye doctor. Students will not be required to undergo this vision screening if an optometrist or ophthalmologist has completed and signed a report form indicating that an examination has been administered within the previous 12 months and that evaluation is on file at the school.

### **Physicals for Sports**

For those students engaging in sports programs, physicals are required each year the students engage in sports. A physical must, according to the Illinois High School Association, be completed within one year of the end of a participant's sports season.

*\* Freshman physicals are sufficient to satisfy this requirement.*

### **Transfer Student Physical Examination Requirement**

#### ***Illinois Transfers:***

The ninth grade physical is acceptable with complete documentation of all required immunizations from the sending school. It is advisable for parents to request that health records be hand carried to MCHS when the sending school policy permits. Physicals are required, according to school policy, to be on file the first day of attendance at MCHS.

#### ***Out-of-State Transfers:***

Students transferring into Illinois schools for the first time, at any grade level, are required to submit a physical examination report completed within one year prior to the enrolling date. A sports or camp physical is not acceptable. The report must contain complete immunization information which documents immunity to diphtheria, pertussis, tetanus, polio, measles, rubella and mumps, hepatitis B, meningitis and varicella (chicken pox) as according to Illinois School Code. The exam must be recorded on a physical form comparable to the Illinois health form, and the form **must** be approved by the school nurse. Transfer students are required to have this on the first day of attendance.

## SUGGESTED COLLEGE PREP CURRICULUM

For students planning to enter a four-year university or a community college transfer program, below are the MINIMUM suggested requirements:

|                                      | <u>Years</u> |   |
|--------------------------------------|--------------|---|
| English .....                        | 4            | (Eng. I, II, III, IV)   |
| Math .....                           | 3            | (including algebra, geometry, advanced math)  |
| Science .....                        | 3            | (must be laboratory sciences) (up through chemistry suggested)<br>(Geology, Geology Honors, Biology, Biology Honors, Chemistry,<br>Chemistry Honors, Physics, Physics Honors) |
| Social Science .....                 | 3            | (World Cultures/World History Honors, US History/JJC US History,<br>Government, and Consumer Ed)  |
| World Language, Art, and Music ..... | 2            |   |

Because each college has its own entrance requirements, it is essential that parents and students carefully review the specific requirements of the colleges being considered for attendance. This includes seniors choosing their course loads. Many admissions officers consider the rigor of the 4th year course load. **Seniors are reminded that, once registration has been completed by February 24, 2017, student schedules for the entire 2017-2018 school year will be created based on the courses requested at that time. Once the 2017-2018 master schedule has been completed, students may be able to change a course between May 1, 2017 and May 23, 2017, based on available seats in the new course requested. Students will not be able to request any schedule changes after May 23, 2017. Exceptions may be made for the reasons outlined under the Schedule Changes section of this book.**

## NCAA ELIGIBILITY REQUIREMENTS

Beginning August 1, 2016, the GPA required to receive athletically-related financial aid and participate in athletics at any Division I and II college or university rises from a 2.0 to 2.3. Also, on August 2, 2016 ten (10) of the required core courses must be completed before the start of the seventh semester.

The National Collegiate Athletic Association regulations regarding college freshman eligibility to receive athletically-related financial aid and to participate in athletics at any Division I and II college or university are as follows:

### **DIVISION I**

#### **16 CORE-COURSE RULE**

- 4 years of English
- 3 years of mathematics  
(Algebra I or higher)
- 2 years of natural/physical science  
(1 year of lab if offered by high school)
- 1 additional year of English, mathematics  
or natural/physical science
- 2 years of social science
- 4 additional years of courses (from any area  
above, foreign language or non doctrinal  
religion/philosophy)

### **DIVISION II**

#### **14 CORE COURSES**

- 3 years of English
- 2 years of mathematics  
(Algebra I or higher)
- 2 years of natural/physical science  
(1 year of lab if offered by high school)
- 2 additional years of English, mathematics  
or natural/physical science
- 2 years of social science
- 3 additional years of courses (from any area  
above, foreign language or non doctrinal  
religion/philosophy)

## NCAA ELIGIBILITY REQUIREMENTS

### NCAA CORE-COURSE REQUIREMENTS

For purposes of meeting the core-curriculum requirements to establish initial-eligibility at an NCAA Division I or II college or university, a “core course” must meet **all** of the following criteria:

- a. A course must be a recognized academic course and qualify for high-school graduation credit in one or a combination of the following areas: English, mathematics, natural/physical science, social science, foreign language, computer science or non doctrinal religion/philosophy; **\*IMPORTANT NOTICE: for students first entering a collegiate institution on or after August 1, 2005, computer science courses cannot be used to meet initial-eligibility requirements.**
- b. A course must be considered college preparatory by the high school. College preparatory is defined for these purposes as any course that prepares a student academically to enter a four-year collegiate institution upon graduation from high school;
- c. A mathematics course must be at the level of Algebra I or a higher level mathematics course;
- d. A course must be taught by a qualified instructor as defined by the appropriate academic authority (e.g., high school, school district or state agency with authority of such matters); and
- e. A course must be taught at or above the high-school’s regular academic level (i.e., remedial, special education or compensatory courses shall not be considered core courses). However, the prohibition against the use of remedial or compensatory courses is not applicable to courses designed for students with learning disabilities.

The Minooka Community High School courses **NOT APPROVED** as NCAA core courses are as follows: English I Applied, English II Applied, English III Applied, English IV Applied; Journalism I, II, III, IV; *READ* 180; Sports Literature; Yearbook I, II, III, IV; Acting I, II; Debate; Dramatic Arts; Consumer Ed; Local History; Pre-Algebra; SC Math I, II, III, IV; Applied Chemistry; Applied Geology; Applied Physical Science.

**Note:** Courses taught via the Internet, distance learning, independent study, individualized instruction, correspondence, and courses taught by similar means, may be used to satisfy NCAA core-course requirements if **all** of the following conditions are satisfied:

- a. The course meets all requirements for a core course as defined above;
- b. The instructor and the student have access to one another during the duration of the course for purposes of teaching, evaluating and providing assistance to the student;
- c. Evaluation of the student’s work is conducted by the appropriate academic authorities in accordance with the high school’s established academic policies; and
- d. The course is acceptable for any student and is placed on the high-school transcript.

Please see your counselor for a list of approved courses to fulfill the NCAA requirements. **NOT ALL MCHS COURSES ARE APPROVED.** Eligibility is determined by core GPA/ACT Sum Score Index. (*Note: The GPA/ACT works on a sliding scale. For example, the minimum ACT of 68 requires a GPA of at least 2.5.*)

Prospective student-athletes will be able to access information on eligibility requirements, register with the NCAA Eligibility Center, and access individual records through the web site: [www.eligibilitycenter.org](http://www.eligibilitycenter.org).

## **HONORS CLASSES**

One of the first decisions you will need to make regarding your high school education involves choosing appropriate classes. The English, Math, Science/Music, Social Studies/Art, and CTE/World Languages Departments offer both regular and honors courses to fulfill our students' needs and challenge their academic abilities.

If you elect to take regular classes, you need only complete the registration forms provided by the high school. If you wish to enroll in honors level classes, you must complete an honors packet.

Additionally, in order for incoming freshmen to be accepted into the honors program, they must:

- Maintain at least a B average for the current academic year in the subject(s) (English, math, science or social studies) for which you are applying (English, math, science or social studies).
- Applicants to honors English and honors social studies courses must complete a writing assignment on a given prompt. Students applying for honors math and/or honors science will also take a math and/or science skills test. Spanish II Honors is available to incoming freshmen who meet criteria on the Spanish Placement Exam and have their 8th grade teacher's recommendation.
- If applying for English I Honors, World History Honors, Chemistry Honors, and/or Geometry Honors, the student should meet the minimum of scores of 410 in Evidence-Based Reading and Writing and 450 in Math on the PSAT 8/9.
- Be recommended by your 8th grade teacher(s).

During review of applications, additional information may be requested. After an applicant's credentials have been reviewed and evaluated, s/he will be notified of his/her recommended placement. A student, who successfully completes an application for a subject area honors program, and is not initially accepted, may complete a waiver, which requires the approval of his/her parents. The student must remain in the class(es) for the full term of the course(s), unless s/he meets the exit criteria outlined below.

Honors courses expand upon the depth and complexity of course content, involve accelerated pacing and skill development, require significant critical thinking, and demand individual accountability.

**There are many benefits of enrolling in the honors program at MCHS, but those benefits come with high expectations. Honors students are expected to produce high quality work, maintain above average grades, take advantage of enrichment opportunities, and complete an extensive summer homework package (approximately 5-12 hours per class) before the first day of school.**

### **Exit/Withdrawal from the Honors Program**

Students who register for honors classes are expected to complete a minimum of one semester before being considered for withdrawal due to grades. Students who receive a 1st semester grade of D in a yearlong, required course may remain in the course or level change (drop out of the honors program). Students who receive a 1st semester grade of D in a yearlong, elective course may remain in the course, level change (drop out of the honors program), or drop the class (drop out of the honors program). Students receiving a D at the end of the course, either after a one- or two-semester honors course, will be dropped from the honors program. Students receiving an F for a semester grade in an honors course will be dropped from the honors program; however, if the class is required, a level change will be necessary.

Students who are dropped from, choose to leave the honors program by not progressing to the next honors class, or repeatedly fail to meet the expectations outlined in the Honors Program Orientation Guide must reapply for entrance into the honors program. Students interested in the honors program should contact their guidance counselor (incoming freshmen) or appropriate departmental instructional leader (current MCHS students).

## JOLIET JUNIOR COLLEGE DUAL CREDIT COURSES

In following Joliet Junior College requirements for an adjunct curriculum, MCHS junior and/or senior students will be provided the opportunity to earn college credit and high school credit, commonly referred to as dual credit, within one course.

### *JJC Dual Credit Courses*

|  |           |
|--|-----------|
| JJC English 101-Rhetoric .....                               | 3 credits |
| JJC English 102-Rhetoric .....                               | 3 credits |
| JJC 102-Exploration of American Music.....                   | 3 credits |
| JJC History 103-U.S. to 1865 .....                           | 3 credits |
| JJC History 104-1865 to Present.....                         | 3 credits |
| JJC History 105-Western Civilization I .....                 | 3 credits |
| JJC History 106-Western Civilization II.....                 | 3 credits |
| JJC Horticulture 100 .....                                   | 3 credits |
| JJC Math 128-Elementary Statistics .....                     | 4 credits |
| JJC Math 170-Calculus I.....                                 | 5 credits |
| JJC Political Science 101-American National Government ..... | 3 credits |
| JJC Speech 101-Principles of Speech Communication .....      | 3 credits |

### *How to Enroll for a JJC Dual Credit Course*

1. Complete a JJC application online at [www.jjc.edu/academics/registration/dual-credit/Pages/students.aspx](http://www.jjc.edu/academics/registration/dual-credit/Pages/students.aspx).
2. In most courses, students must take the Accuplacer test, earn a minimum score, and bring that score report to their MCHS counselor no later than February 23, 2017 to be eligible to register for the course.  
(Please see the individual course descriptions in this Program Planning Guide for all specific course requirements.)
3. Students are required to have earned a “C” or better in all previous JJC courses in order to continue registering for additional dual credit courses.

### *Disclaimers*

- It is important to understand that not all colleges/universities will accept the JJC courses offered to MCHS students. Dual credit is subject to change based upon revisions made by Joliet Junior College. Minooka Community High School has no control over this entity.
- Students who register for these classes are advised to check with the individual college/university they are interested in attending to verify if the JJC courses will be accepted as required or elective credits.
- Students and parents should be aware that the content within these courses is at the college level which may include, but not be limited to, adult subject matter, amount of homework, reading level, and overall general expectations.
- The grading scale for the previously listed JJC courses is as follows:

|              |               |
|--------------|---------------|
| 90 - 100 = A | Excellent     |
| 80 - 89 = B  | Good          |
| 70 - 79 = C  | Average       |
| 60 - 69 = D  | Below Average |
| 0 - 59 = F   | Failing       |

- **JJC courses are governed by the expectations outlined in each JJC course syllabus. These expectations include but are not limited to: attendance, make-up work, and grading practices. These may differ from the expectations outlined in the MCHS handbook.**

### *JJC Schedule Changes*

- Students may not drop a JJC course after the published JJC drop date.
- Students with a D or F choosing to drop a JJC course prior to the published JJC drop date:
  - ◆ will be enrolled in an MCHS equivalent course, if the course is needed for graduation.
    - The JJC grade will transfer to the new course and the student will be responsible for all previously covered course content.
  - ◆ will be placed in a resource if that course is not needed for graduation.

## **COLLEGE AND CAREER PLANNING CALENDARS**

### **FRESHMAN YEAR:**

#### **AUGUST TO DECEMBER**

- Register for an English, math, science, social studies, and foreign language class
- Take the PSAT 8/9 test and score at least a 410 in Evidence-Based Reading and Writing and 450 in Math
- Complete an Individual Career Plan Sheet
- Complete the “Do What You Are” profile

#### **JANUARY TO MAY**

- Register for sophomore classes by selecting an English, math, science, social studies and foreign language class

### **SOPHOMORE YEAR:**

#### **AUGUST TO DECEMBER**

- Check college brochures/catalogs
- Take the PSAT 10 test and score at least 430 in Evidence-Based Reading and Writing and 480 in Math
- Modify your Individual Career Plan sheet if necessary
- Complete the Career Cruising profile

#### **JANUARY TO MAY**

- Register for junior classes by taking an English, math, science, social studies, and foreign language class

## **COLLEGE AND CAREER PLANNING CALENDARS**

### **JUNIOR YEAR:**

#### **SEPTEMBER TO OCTOBER**

- Visit the Career Center in the high school
- Check college brochures and catalogs
- Take the PSAT
- Goals for PSAT- 460 in Evidence-Based Reading and Writing and 510 in Math
- Visit college, military, and career reps in the MCHS Career Center
- Attend the College Fair at Joliet Junior College
- Modify Individual Career Plan sheet, if necessary

#### **NOVEMBER TO JANUARY**

- See your counselor for an interpretation of PSAT results by counselors
- Attend Financial Aid Night at MCHS
- Contact your counselor to verify fulfillment of graduation and college requirements

#### **FEBRUARY TO APRIL**

- Carefully register for senior courses
- SAT Preparation
  - attend Excel Edge classes
  - SAT Prep Courses
- Attend College Selection Night at MCHS
- Visit college campuses
- Take the SAT
- Participate in MCHS Career Day

### **SENIOR YEAR:**

#### **SEPTEMBER TO NOVEMBER**

- Register to repeat the SAT, if necessary
- Visit with college, military and career reps in the MCHS Career Center
- Attend College Fair at Joliet Junior College
- Attend College Application Night at the high school
- Investigate institutional and national scholarships
- Submit college application - check for:
  - early decision/early action deadlines
  - application deadlines
  - majors with specific deadlines
- Submit transcripts

#### **DECEMBER TO JANUARY**

- Attend Financial Aid Night
- Investigate local scholarships
- Participate in the Alumni Roundtable discussions

#### **FEBRUARY TO MAY**

- Continue to investigate scholarships
- Submit housing deposit
- Request final transcripts

**\* The MCHS Career Center offers additional resources for college and career planning.**



## COLLEGE APPLICATIONS

Apply only to colleges you would seriously consider attending, if accepted. Check to see if the institutions have any type of early-action deadlines for applications. It is recommended that applications be submitted prior to Thanksgiving of your senior year.

### **Application Process:**

- Fill out the application on line or paper form neatly in blue or black ink
- Fill out the transcript request form (obtain from your counselor)
- Bring the application and transcript request forms with an addressed envelope to your counselor
- Allow at least 2 days for processing/ mailing
- *Transcripts are not given to students or parents*
- Do not mail applications separately from your transcript
- If applying by Web site, be sure to request a transcript from your counselor

### **Applications Consist of:**

- Application Form
- High School transcripts
- Standardized test scores
- Teacher recommendations (if requested)
- Personal statement (if requested)
- Application fee (if required)

## SELECTING A COLLEGE

Consider various criteria when selecting a college.

Importance of each criteria varies per individual:

- Academic level
- Curriculum
- Cost
- Fraternities and sororities
- Geographic location
- Size of community
- Size of school
- Sports and extracurricular activities

After narrowing choices, consider these guidelines:

- Fulfilling eligibility for admission
  - class rank
  - standardized test scores
  - specific high school course work
- Taking any required standardized tests (required tests vary by institution)
  - SAT
  - SAT II
- Visiting campuses

## QUESTIONS TO ASK COLLEGE REPRESENTATIVES

**Your time with visiting college representatives is limited, so it is important to use the time efficiently. Below are some suggested questions to ask:**

1. How many students are there at your institution? How many are graduate students? What is the male/female ratio?
2. What is the campus like (i.e., size and location to nearest city or downtown area)?
3. What is the makeup of the student body (i.e., from what states, commuter versus residential, religious backgrounds, cultural diversity, most popular majors)?
4. What is the housing situation? Where can freshmen live? What are the residence halls like? What percent of the students live on campus? What about meal service?
5. What percent of students return for their sophomore year? Remain to graduate? In how many years?
6. What are the strong majors at your college? Do you have the major(s) I am considering? What percent of the students are in that major? How difficult is it to change majors?
7. What are the sizes of the classes at each level? Are they taught by professors or graduate students? Are faculty accessible outside of class?
8. What opportunities are there for research, independent study, and study abroad? Are there internships or co-ops available? What percentage of students take advantage of these?
9. What kinds of clubs and activities are there? Are there fraternities and sororities on campus?
10. Do you have an honors program or special academic program such as a residential college?
11. How extensive are the services in the job placement office? What is the placement rate in medical or law school? Do you have career planning and counseling services?
12. Is the sports program large and diverse? Are you known for a particular sport? Are you NCAA or NAIA? Are there athletic scholarships? How popular are intramurals?
13. Are there specific facilities in my interest area (i.e., radio station, computer access)?
14. What are your admission standards? What kind of student are you looking for? What percent of the applicants are admitted?
15. What is the tuition, room and board, and total cost (in my program) at this school?
16. What kind of financial aid is available? What scholarships are offered?
17. What arrangements must I make to visit your campus? Are there special visitation days or programs for high school students?
18. Are there admission deadlines of which I need to be aware?
19. Does your college require that transcripts be sent in the middle of the year?
20. What differentiates this school over another similar one? (you might even want to name other colleges you are considering)
  - what's really special about your school?

## **COLLEGE ENTRANCE AND PLACEMENT TESTING**

Most college and universities require the results of standardized college entrance exams as part of the application process. Schools also ask prospective students to take placement tests to determine their level of proficiency in various subjects. Some schools also grant college credit and/or placement to students obtaining high scores on certain exams. Standardized national tests are summarized below:

### **Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/N.M.S.Q.T.)**

This is a practice test for the Scholastic Assessment Test (SAT I) and the first step in qualifying for the National Merit Scholarship Program. This exam also identifies outstanding Black and Hispanic students for scholarship programs. Juniors take the PSAT in October. Preparation programs are available in all schools. Results are interpreted for students by counselors in December and January of the junior year. This is not a college admissions test.

### **Scholastic Assessment Tests I (SAT I)**

The Scholastic Assessment Tests I is required for admission by a number of Eastern colleges and universities, as well as highly selective schools elsewhere. Most institutions will accept either the SAT or the ACT for admission. It is recommended that students take the SAT in the spring of their junior year. The SAT is given seven times during the school year. Registration materials are available in all Student Services Offices. A variety of preparation courses and seminars exist to help students prepare for the SAT.

### **Advanced Placement Tests (A.P.)**

These required comprehensive examinations are given in May in various subject areas. The cost of each test is currently \$91. Students enrolled in Advanced Placement courses in their high school prepare for these tests. Students scoring well on these exams, earn college credit and/or placement in the corresponding academic disciplines in many colleges/universities. Registration and testing are handled directly through the individual Advanced Placement classes.

### **Test of English as Foreign Language (TOEFL)**

The purpose of the TOEFL test is to evaluate the English proficiency of people whose native language is not English. College admissions personnel may use this in addition to either the standard ACT or SAT I test scores. Students who have been in the United States for a short time should inquire about TOEFL in the Student Services Office.

### **American College Testing (ACT)**

The American College Testing (ACT) is required for admission by most colleges and universities. While most community colleges, private colleges and universities in the Midwest prefer the ACT, many will accept either the ACT or the SAT I for admission. It is recommended that students take the ACT in spring of their junior year. The ACT is given on six Saturdays during the school year. Registration materials are available in all Student Services Offices. A variety of preparation courses and seminars exist to help students prepare for the ACT.

### **Scholastic Assessment Test II Subject Tests (SAT II)**

Select colleges require Scholastic Assessment Tests in specific subject areas (SAT II) and use them for admissions and/or placement. Of those colleges that require SAT II, most schools recommend students to take one or more SAT subject tests. Each test is a 60-minute multiple choice exam. Tests are given on most of the same dates as SAT I testing. Registration materials are available in all Student Services Offices.

### **College Level Examination Program (CLEP)**

This College-Level Examination Program is given on various college campuses each month. Joliet Junior College offers the CLEP exams by appointment only. University of St. Francis schedules a CLEP exam on an individual basis. Contact either CLEP testing center for further information. Anyone may register for these tests through the college he/she plans to attend. There is no specific course preparation. College credit and/or placement may be earned from the college or university, if the test score is high enough. Nearly 1,000 colleges and universities participate in the program. Call your college or university for further information.

## **MILITARY CAREER TRAINING OPPORTUNITIES**

The United States Military Services provide challenges and offer career training opportunities for high school graduates. Minooka District #111 is visited regularly by representatives from each Branch of Service during lunch periods. Military recruiters will provide complete information about the benefits and requirements involved in a military career.

Students must know that entrance into the United States Armed Forces is based upon rigid standards on aptitude test scores, as well as a physical examination. The Armed Services Vocational Aptitude Battery (A.S.V.A.B.) is the test which determines admission and eligibility for military training programs. It is offered in most high schools based upon numbers of students interested, or it may be taken through arrangements with a local military recruiter. Sophomores, juniors, and seniors are welcome to take the test whether they are planning a military career or not. No special testing provisions for special education students are available.

In addition to full-time military service, opportunities exist in reserve units, National Guard units, university Reserve Officer Training Corps (R.O.T.C.) programs, and military academies. A variety of educational benefit programs can help finance a college education for members of the military. The information, which follows, will help you decide if a military career is appropriate for your future.

### **ENLISTMENT OPTIONS**

A variety of enlistment opportunities is available, including active- and reserve-duty options. Most active-duty programs range from two to six years, with three- and four-year enlistments the most common. Selection depends on the individual's general and technical aptitudes, personal preferences, and the needs of the Service. Women are now eligible to enter 95% of all military specialties, with only those fields involving combat duty being excluded.

#### **General Enlistment Qualifications**

Although specific enlistment requirements for each Service or enlistment option within a particular Service may vary, all branches have certain general qualifications. Enlistees may be either single or married, but they must be between the ages of 17 and 35. All branches prefer a high school diploma. Both a written examination (A.S.V.A.B.) and a physical examination are required.

#### **Delayed Entry Program**

High school students, who may wish to enlist into a branch of the military, should investigate the advantages of enlistment up to one year before reporting for duty.

#### **Occupations in the Military**

Each year, the Armed Forces provide hundreds of thousands of men and women basic and advanced training that can be used in both military and civilian careers. Although many people make the Armed Forces a career, some plan to use the skills and training obtained in the military as a stepping stone for a civilian career. A discussion of the relation of each military job category to civilian occupations can be found in the Military Careers publication and the military files in each high school's Student Services area.

#### **Military Academies**

U.S. Air Force Academy, U.S. Coast Guard Academy, U.S. Naval Academy at Annapolis, the U.S. Military Academy at West Point, U.S. Merchant Marine Academy: The federal service academies provide a four-year college program leading to a Bachelor of Science degree. Free room and board, tuition, medical care, and a monthly allowance are provided. Graduates receive regular or reserve commissions and have a five-year active-duty obligation. Applications to the service academies should start at the end of the junior year. **Admission is very competitive** and based on a strong high school academic record, leadership activities, athletic ability, college entrance exams, and recommendations from teachers or school officials. The first step is to request a nomination to an Academy from your U.S. Representative or Senator. Individuals desiring to seek academy appointments should confer with their counselor early in the junior year to verify their eligibility and ensure their proper direction in pursuing an application and nomination.

## **ENLISTMENT OPTIONS (Continued)**

### **R.O.T.C.**

The Reserve Officer Training Corps is a college program offered at more than 1,000 colleges and universities across the United States. Trainees take two to five hours of military instruction a week, in addition to regular college courses. Students in the last two years of an R.O.T.C. program and all those on R.O.T.C. scholarships receive a monthly allowance while attending school and additional pay for summer training. After graduation, they serve as officers for a stipulated period of time. Upon being commissioned, they may receive an appointment to active duty or to a reserve or National Guard unit.

### **R.O.T.C. Scholarships**

The scholarship partially or fully funds college tuition, textbooks, fees, and other academic expenses. Students also receive a tax-free subsistence allowance each school year. The scholarships apply to any university which has an R.O.T.C. Program. Competition for these scholarships is very high. 90% of the recipients rank in the top quarter of their high school classes and have high ACT or SAT I scores. Leadership potential demonstrated in extracurricular activities also is an important factor. Application procedures should start at the end of the junior year or early in the senior year.

### **Officer Candidate School**

College graduates also may earn a commission in the Armed Forces through Officer Candidate School Programs in the Air Force, Army, Coast Guard, Marine Corps, and Navy, as well as in the National Guard. A limited number of outstanding enlisted personnel are eligible for promotion through this program.

### **Air National Guard/Army National Guard**

Serving in the Air National Guard/Army National Guard is equivalent to having a part-time job while still in school or working full time. Students may join while still in high school (if 17 years or older). After initial training, commitment is for one weekend a month and two weeks of annual training. Membership after a stipulated period of time in the State of Illinois National Guard qualifies for grants of 100% in tuition and most fees at any state-supported institution.

### **Reserves (Army/Air Force/Coast Guard/Marines/Navy)**

Military Reserve units involve individuals committing to an initial basic and specific job training period followed by continued regular meetings and training activities. Educational benefits may be acquired in a similar manner to other active branches of the military while obligations are met over a protracted period of time in a manner like that of the National Guard.

**ART COURSE SEQUENCE AND DESCRIPTIONS**  
**INTRODUCTION**

The Minooka Community High School Art Department recognizes its function is to provide a comprehensive, sequential, instructional program. The instruction shall insure students the opportunity to develop artistic skills, cultural and historical knowledge, and aesthetic appreciation that will enable the student to create, perceive and critique art, now and in the future. The Art Department believes in the following concepts: art has aesthetic value and is worth knowing; art is a reflection of our culture heritage; there is artistic potential in every student; art provides an outlet for creative thinking, problem-solving, and self expression; art teaches us about our relationships with other cultures; art can be one of the most powerful and profound symbol systems; art helps students learn that not all aspects of life are quantifiable.

**COURSE OFFERINGS**

|                    |                  |                        |
|--------------------|------------------|------------------------|
| Art Foundations 2D |                  | Honors Drawing I       |
| Art Foundations 3D |                  | Honors Drawing II      |
| Computer Art       |                  | Painting & Printmaking |
| 3D Design          | Portfolio Honors |                        |
| Drawing I          | Photography I    |                        |
| Drawing II         |                  | Photography II         |

**ART COURSE AVAILABILITY**

**FOUNDATION COURSES**

No prior experience is required for these courses - just a desire to learn

|  |  |                                     |
|--|--|-------------------------------------|
| Art Foundations 2D<br>(9, 10, 11, or 12) | Art Foundations 3D<br>(9, 10, 11, or 12) | ◆Computer Art<br>(9, 10, 11, or 12) |
|--|--|-------------------------------------|

**ADVANCED COURSES**

Courses have a prerequisite - build on skills learned in previous course

|                                   |                                  |  |
|-----------------------------------|----------------------------------|--|
| * Drawing I<br>(9, 10, 11, or 12) | * Drawing II<br>(10, 11, or 12)  | Painting/<br>Printmaking<br>(9, 10, 11, or 12) |
| 3D Design<br>(9, 10, 11, or 12)   | Photo I<br>(10, 11 or 12)        | Photo II<br>(10, 11 or 12)                     |
|                                   | ** Portfolio Honors<br>(12) only |  |

Please read course descriptions for more information about class content and prerequisites.

- \* = Honors versions of these courses are offered in addition to the regular
- \*\* = Honors level course
- ◆ = Course designated "Computer Application"

## *ART*

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|                           |                 |                                  |                   |
|---------------------------|-----------------|----------------------------------|-------------------|
| <b>ART FOUNDATIONS 2D</b> | <b>1 CREDIT</b> | <b>GRADES: 9 - 10 or 11 - 12</b> | <b>1 SEMESTER</b> |
|---------------------------|-----------------|----------------------------------|-------------------|

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Art Foundations 2D is a semester-long introductory course with emphasis on creative problem solving and art production. Students explore the elements of art as they work through projects using a variety of media and techniques on 2-dimensional (flat) surfaces. Drawing, painting and printmaking are a few of the processes covered.

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|                           |                 |                                  |                   |
|---------------------------|-----------------|----------------------------------|-------------------|
| <b>ART FOUNDATIONS 3D</b> | <b>1 CREDIT</b> | <b>GRADES: 9 - 10 or 11 - 12</b> | <b>1 SEMESTER</b> |
|---------------------------|-----------------|----------------------------------|-------------------|

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Art Foundations 3D is semester-long introductory course with emphasis on creative problem solving and art production. Students explore the elements of art as they work through projects using a variety of media and techniques to create 3-dimensional forms. Clay modeling, carving and cardboard sculpture are a few of the processes covered.

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|                     |                 |                                  |                   |
|---------------------|-----------------|----------------------------------|-------------------|
| <b>COMPUTER ART</b> | <b>1 CREDIT</b> | <b>GRADES: 9 - 10 or 11 - 12</b> | <b>1 SEMESTER</b> |
|---------------------|-----------------|----------------------------------|-------------------|

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Computer Art is an introductory course that uses the computer as the primary tool to create artwork. This course welcomes students of all abilities and levels of experience with Art and technology. Students will explore the elements of art as they work through projects. Students will learn to create visual images using Adobe Photoshop, scanners, and digital cameras. *This course fulfills one semester of the “computer application” graduation requirement.*

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|                  |                 |                                  |                   |
|------------------|-----------------|----------------------------------|-------------------|
| <b>3D DESIGN</b> | <b>1 CREDIT</b> | <b>GRADES: 9 - 10 or 11 - 12</b> | <b>1 SEMESTER</b> |
|------------------|-----------------|----------------------------------|-------------------|

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*Prerequisite: Successful completion of Art Foundations 3D, (“C” average recommended).*

In this semester studio course, we will reinforce the foundation knowledge from Art Foundations 3D and explore new media skills and techniques. Students will apply their problem solving skills to 3-dimensional projects. A number of sculpture processes such as fabrication, subtractive, and additive techniques will be used. Projects may include cardboard sculpture, paper casting, metal casting, and ceramics. Freshmen may take this course second semester.

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|                  |                 |                                  |                   |
|------------------|-----------------|----------------------------------|-------------------|
| <b>DRAWING I</b> | <b>1 CREDIT</b> | <b>GRADES: 9 - 10 or 11 - 12</b> | <b>1 SEMESTER</b> |
|------------------|-----------------|----------------------------------|-------------------|

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*Prerequisite: Successful completion of Art Foundations 2D, (“C” average recommended).*

This course is meant to help students improve their observational skills and drawing techniques. Students will work in a variety of black and white media; pencil, pen, charcoal, etc. Subject matter will encompass still life, nature, human figure, etc. Freshmen may take this course second semester.

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|                   |                 |                              |                   |
|-------------------|-----------------|------------------------------|-------------------|
| <b>DRAWING II</b> | <b>1 CREDIT</b> | <b>GRADES: 10 or 11 - 12</b> | <b>1 SEMESTER</b> |
|-------------------|-----------------|------------------------------|-------------------|

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*Prerequisite: Successful completion of Drawing I, (“C” average recommended).*

Students are introduced to color media and expressive techniques. Observational skills will continue to develop. Students will work with color pencil, ink, pastel, and more. Subject matter may include portraiture, still-life, surrealism, etc.

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|  |                 |                              |                   |
|--|-----------------|------------------------------|-------------------|
| <b>HONORS DRAWING I <i>weighted course</i></b> | <b>1 CREDIT</b> | <b>GRADES: 10 or 11 - 12</b> | <b>1 SEMESTER</b> |
|--|-----------------|------------------------------|-------------------|

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*Prerequisite: Successful completion of Art Foundations 2D, (“B” average recommended).*

This course is meant to help students improve their observational skills and drawing techniques. Students will work in a variety of black and white media; pencil, pen, charcoal, etc. Subject matter will encompass still life, nature, human figure, etc. Coursework will present complex challenges requiring additional time and focus outside of class.

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|   |                 |                              |                   |
|---|-----------------|------------------------------|-------------------|
| <b>HONORS DRAWING II <i>weighted course</i></b> | <b>1 CREDIT</b> | <b>GRADES: 10 or 11 - 12</b> | <b>1 SEMESTER</b> |
|---|-----------------|------------------------------|-------------------|

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*Prerequisite: Successful completion of Drawing I (Regular or Honors) with a grade of “B” or better recommended.*

Students will continue development of observational skills. Color media and expressive techniques will be explored in depth. Originality and creative initiative are emphasized. Possible media includes color pencil, ink, pastels, etc. Coursework will present complex challenges requiring students’ time and focus outside of class.

## *ART*

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**Painting & Printmaking** **1 - 2 CREDITS GRADES: 9 - 10 or 11 - 12** **1 SEMESTER**

*Prerequisite: Successful completion of Art Foundations 2D, (“C” average recommended).*

Students will apply their prior knowledge and experience to a number of 2D processes. Students will study traditional and modern themes in 2-dimensional Art. Mixed media techniques will also be explored. Various artists and art movements will be examined as a point of departure and inspiration.

Students will choose to study a single two-dimensional process:

Painting Process: The primary medium used is acrylic paint. Students will study techniques to achieve diverse affects with the medium.

Printmaking Process: Techniques studied include intaglio, serigraphy, relief printing and colligraphs.

\* Students may repeat the course to study the alternate process for additional credit. Freshmen may take this course second semester.

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**PHOTOGRAPHY I** **1 CREDIT** **GRADES: 10 or 11 - 12** **1 SEMESTER**

*Prerequisite: Successful completion of Art Foundations 2D.*

This course is an introduction to digital photography. Students will learn how to use the many controls and functions on their own cameras. The course will explore basic composition guidelines, lighting effects and a variety of subject matter. Multiple photo shoots are conducted throughout the semester, gradually building students’ skills to take their photos from casual snapshots to artistic images.

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**PHOTOGRAPHY II** **1 CREDIT** **GRADES: 10 or 11 - 12** **1 SEMESTER**

*Prerequisite: Successful completion of Photography I (“C” average recommended).*

Students will further develop the skills needed to create powerful photographic images. This course examines multiple categories in photography and the medium’s functions in our society. While increasing technical skills, students will work with a variety of enduring ideas to create deeper meaning in their photography. Weekly photo shoots will be conducted throughout the semester.

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**PORTFOLIO HONORS** *weighted course* **2 CREDITS** **GRADE: 12** **1 YEAR**

*Prerequisite: Successful completion of Art Foundations 2D or Art Foundations 3D **and** at least 3 other Art classes (one of which is in the medium the student plans to study in more depth).*

This course is intended for the seriously committed art student capable of independent work. Students who enroll in this course will be completing coursework similar to work that would be required of them in college courses, and therefore will earn a weighted grade for this course. Students will pursue a deeper study of one particular process. That process must be the focus of a previous MCHS Art class that the student has successfully completed. Each quarter has a different emphasis designed to bring the student beyond the basics to producing his/her unique, complex compositions.

AP option: Students also have the option of submitting their work to the College Board for credit in AP Studio: Drawing.



# CAREER AND TECHNICAL EDUCATION COURSE SEQUENCE AND DESCRIPTIONS

## INTRODUCTION

The Minooka Community High School Career and Technical Education Department includes Agriculture/Horticulture, Business Technology, Family Consumer Sciences, Media Communications, and Industrial Technology. The Department courses and curriculum revolve around providing students with learning and activities focused on helping them to be successful in their chosen careers as well as developing personal-use skills.

In addition, students are given the opportunity in their junior and senior years to enter the Internship Program. In this program, the students are placed with corporations, companies, and other businesses in a real life work experience for which they are paid for training in occupational fields consistent with their current career interests.

## COURSE OFFERINGS

### **AGRICULTURE (page 30)**

Animals and Their Environment  
Contemporary Animal Science  
Floral Design I and II  
Greenhouse Management (Spring only)  
Horticulture Investigations  
Pre-Veterinary Studies  
Specialty Animal Science  
Supervised Agricultural Experience II and III  
Internship (page 39)

### **FAMILY AND CONSUMER SCIENCE (page 35)**

Adult Living  
Baking and Pastry I and II  
Child Development I and II  
Clothing Construction I and II  
Fashion Design and Merchandising  
Introduction to Culinary Arts  
Introduction to Teaching  
Nutrition and Foods I and II  
Restaurant Management  
World Cuisines

### **BUSINESS (page 34)**

Automated Accounting I  
Automated Accounting II Honors  
Business and the Economy  
Business and Personal Financial Management  
Business Law  
Sports and Entertainment Marketing

### **INDUSTRIAL TECHNOLOGY (page 37)**

Electricity/Electronic Technology  
Engineering & Architecture I  
Engineering & Architecture II  
Introduction to Building Construction  
Introduction to Industrial Technology  
Robotics Engineering I  
Robotics Engineering II  
Small Engine Repair  
◆ Technology Explorations I  
◆ Technology Explorations II  
Welding and Metal Fabrication Technology  
Woodworking I, II  
Internship (page 40)

### **COMPUTERS (page 31)**

◆ All Things Google  
◆ Computer Game Design I and II  
◆ Graphic Arts Design  
◆ Individualized Keyboarding  
◆ Introduction to Information Technologies  
◆ Introduction to Microsoft Office Applications  
◆ Microsoft Certification Prep - Word & Excel  
◆ Microsoft Certification Prep - Powerpoint & Access  
◆ Mobile Apps Development  
◆ Web Page Design I and II

### **INTERNSHIP (page 40)**

### **MEDIA COMMUNICATIONS (page 39)**

◆ Advanced Video Editing - Fall  
◆ Advanced Video Editing - Spring  
Television Production “MCTV”  
◆ Video Editing I  
◆ Video Editing II

◆ = Course designated “Computer Application”



***CAREER AND TECHNICAL EDUCATION***

***DUAL CREDIT WITH JOLIET JUNIOR COLLEGE - Available only to Juniors and Seniors at MCHS***

Junior and Senior students will have the option to apply for Joliet Junior College credit at no cost when taking the following courses. Students will obtain a JJC student ID number at the beginning of the course by registering online in their class or at home.

**COURSES COMPLETED AT MCHS**

**DUAL CREDIT AT JOLIET JUNIOR COLLEGE**

Horticultural Investigations .....Introductory Horticulture HORT 100 (3 hours)

***ARTICULATED CREDIT WITH THE ILLINOIS INSTITUTE OF ART UNIVERSITY***

**COURSES COMPLETED AT MCHS**

**ARTICULATED CREDIT**

Video Editing I ..... Credit at the Illinois Institute of Art University (4 hours)

## SUGGESTED AGRICULTURE CAREER PATHWAYS

### ANIMAL STUDIES IN AGRICULTURE

|                   |                                      |
|-------------------|--------------------------------------|
| 9 - 10<br>11 - 12 | Animals and Their<br>Environment - S |
|-------------------|--------------------------------------|

|               |                                    |
|---------------|------------------------------------|
| 10<br>11 - 12 | Contemporary Animal<br>Science - Y |
|---------------|------------------------------------|

|         |                            |
|---------|----------------------------|
| 11 - 12 | Pre-Veterinary Studies - Y |
|---------|----------------------------|

|         |                              |
|---------|------------------------------|
| 11 - 12 | Specialty Animal Science - S |
|---------|------------------------------|

|         |   |
|---------|---|
| 11 - 12 | Supervised Agriculture<br>Experience - II Y |
|---------|---|

|    |  |
|----|--|
| 12 | Supervised Agriculture<br>Experience - III Y |
|----|--|

|         |                        |
|---------|------------------------|
| 11 - 12 | Internship Program - Y |
|---------|------------------------|

### PLANT STUDIES IN AGRICULTURE

|                   |   |
|-------------------|---|
| 9 - 10<br>11 - 12 | Horticultural<br>Investigations <i>DC</i> - Y |
|-------------------|---|

|         |                     |
|---------|---------------------|
| 11 - 12 | Floral Design I - S |
|---------|---------------------|

|         |                      |
|---------|----------------------|
| 11 - 12 | Floral Design II - S |
|---------|----------------------|

|         |  |
|---------|--|
| 11 - 12 | Greenhouse Management - S<br><i>Spring Semester Only</i> |
|---------|--|

|         |                        |
|---------|------------------------|
| 11 - 12 | Internship Program - Y |
|---------|------------------------|

*DC* = Dual Credit for Juniors and Seniors only

S = Semester Course

Y = Year Course

**SUGGESTED BUSINESS AND COMPUTER CAREER PATHWAYS**

**FOUNDATIONAL COMPUTER COURSES**

|        |                                  |
|--------|----------------------------------|
| 9 - 10 | ◆ Individualized Keyboarding - S |
|--------|----------------------------------|

|                   |  |
|-------------------|--|
| 9 - 10<br>11 - 12 | ◆ Introduction to Information Technologies - S |
|-------------------|--|

|                   |   |
|-------------------|---|
| 9 - 10<br>11 - 12 | ◆ Introduction to Microsoft Office Applications - S |
|-------------------|---|

**BUSINESS ADMINISTRATION**

|  |  |
|--|--|
| Foundational Computer Course Recommended |  |
|--|--|

|              |                              |
|--------------|------------------------------|
| 9 - 10<br>11 | Business and the Economy - S |
|--------------|------------------------------|

|              |  |
|--------------|--|
| 9 - 10<br>11 | Business and Personal Financial Management - S |
|--------------|--|

|               |  |
|---------------|--|
| 10<br>11 - 12 | Sports and Entertainment Marketing - S |
|---------------|--|

|               |                            |
|---------------|----------------------------|
| 10<br>11 - 12 | Automated Accounting I - Y |
|---------------|----------------------------|

|         |                                    |
|---------|------------------------------------|
| 11 - 12 | Automated Accounting II Honors - Y |
|---------|------------------------------------|

|         |                  |
|---------|------------------|
| 11 - 12 | Business Law - S |
|---------|------------------|

**COMPUTER APPLICATIONS**

|  |  |
|--|--|
| Foundational Computer Course Recommended |  |
|--|--|

|                   |                         |
|-------------------|-------------------------|
| 9 - 10<br>11 - 12 | ◆ All Things Google - S |
|-------------------|-------------------------|

|               |                           |
|---------------|---------------------------|
| 10<br>11 - 12 | ◆ Graphic Arts Design - S |
|---------------|---------------------------|

|             |   |
|-------------|---|
| 10<br>11-12 | ◆ Microsoft Certification Prep - Word & Excel - S |
|-------------|---|

|               |  |
|---------------|--|
| 10<br>11 - 12 | ◆ Microsoft Certification Prep - Powerpoint & Access - S |
|---------------|--|

**COMPUTER SCIENCE**

|                   |                              |
|-------------------|------------------------------|
| 9 - 10<br>11 - 12 | ◆ Computer Game Design I - S |
|-------------------|------------------------------|

|                   |                               |
|-------------------|-------------------------------|
| 9 - 10<br>11 - 12 | ◆ Computer Game Design II - S |
|-------------------|-------------------------------|

|               |                   |
|---------------|-------------------|
| 10<br>11 - 12 | ◆ Mobile Apps - Y |
|---------------|-------------------|

|               |                         |
|---------------|-------------------------|
| 10<br>11 - 12 | ◆ Web Page Design I - S |
|---------------|-------------------------|

|               |                          |
|---------------|--------------------------|
| 10<br>11 - 12 | ◆ Web Page Design II - S |
|---------------|--------------------------|

**MEDIA COMMUNICATIONS**

|         |                          |
|---------|--------------------------|
| 11 - 12 | ◆ Video Editing I AC - S |
|---------|--------------------------|

|         |                        |
|---------|------------------------|
| 11 - 12 | ◆ Video Editing II - S |
|---------|------------------------|

|         |                                   |
|---------|-----------------------------------|
| 11 - 12 | ◆ Television Production "MCTV"- Y |
|---------|-----------------------------------|

|    |                               |
|----|-------------------------------|
| 12 | Advanced Video Editing - Fall |
|----|-------------------------------|

|    |                                 |
|----|---------------------------------|
| 12 | Advanced Video Editing - Spring |
|----|---------------------------------|

S = Semester Course

Y = Year Course

◆ = Course designated "Computer Application"

**SUGGESTED FAMILY & CONSUMER SCIENCE CAREER PATHWAYS**

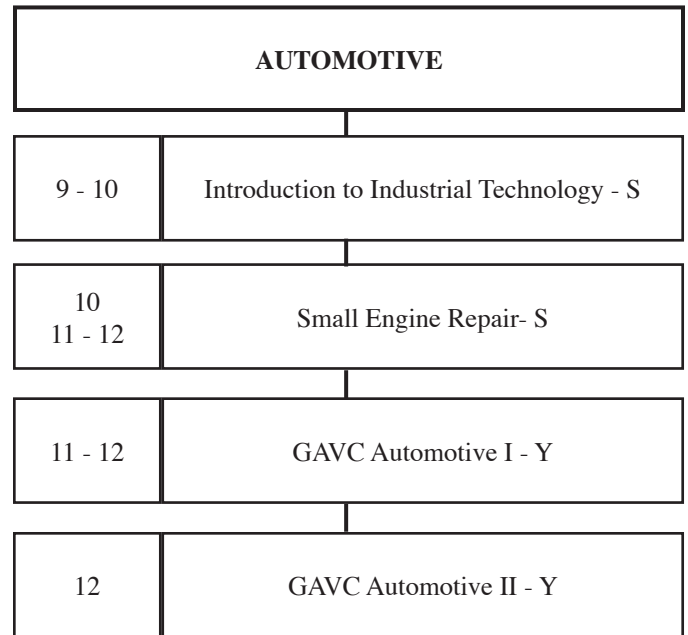
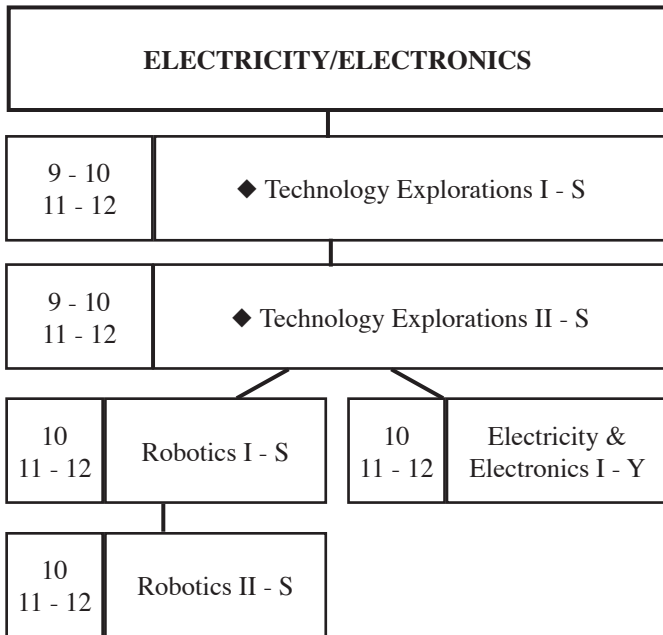
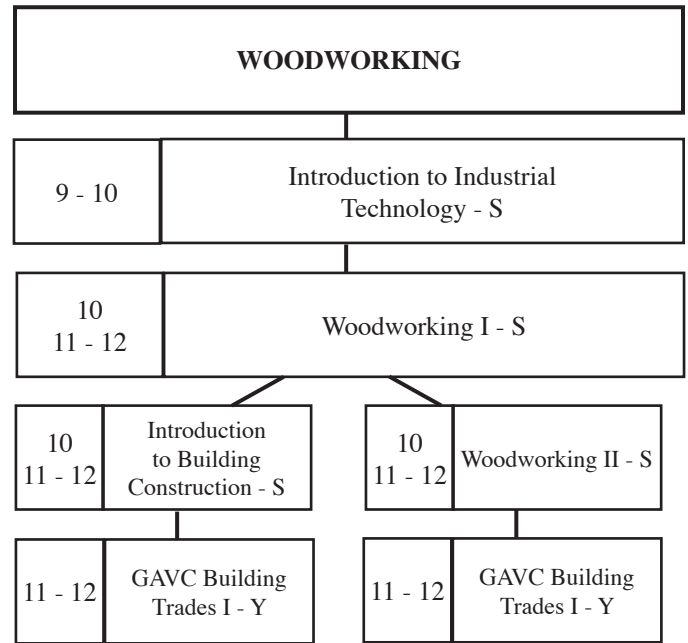
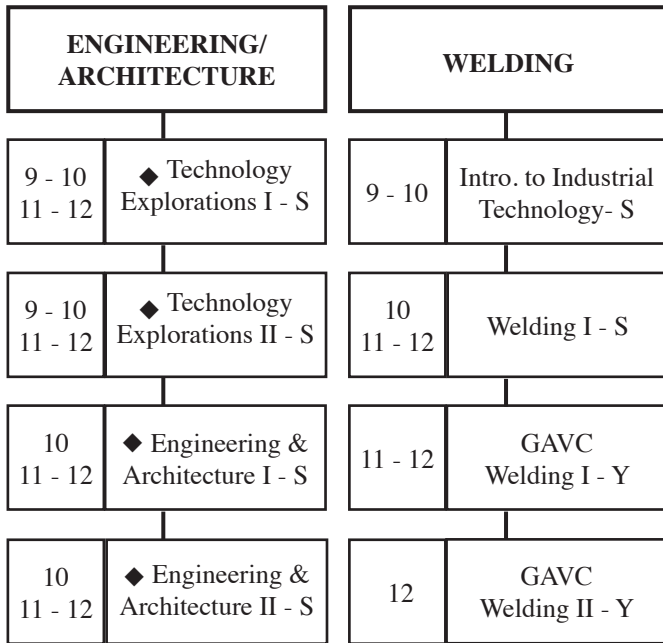
| <b>CHILD DEVELOPMENT</b> |  | <b>CULINARY ARTS</b> |                                   | <b>FASHION DESIGN &amp; MERCHANDISING</b> |                                    |
|--------------------------|--|----------------------|-----------------------------------|---|------------------------------------|
| 10<br>11 - 12            | Child Development I - S                                | 9 - 10<br>11 - 12    | Nutrition and Foods I - S         | 9 - 10<br>11 - 12                         | Clothing Construction I - S        |
| 10<br>11 - 12            | Child Development II<br><i>ECE 1 Certification</i> - S | 9 - 10<br>11 - 12    | Nutrition and Foods II - S        | 9 - 10<br>11 - 12                         | Clothing Construction II - S       |
| 11 - 12                  | Introduction to Teaching - S                           | 10<br>11 - 12        | Introduction to Culinary Arts - S | 10<br>11 - 12                             | Fashion Design & Merchandising - S |
| 11 - 12                  | Adult Living - S                                       | 10<br>11 - 12        | World Cuisines - S                | 10<br>11 - 12                             | ◆ Graphic Arts Design - S          |
| 11 - 12                  | Internship Program - Y                                 | 10<br>11 - 12        | Restaurant Management - S         | 11 - 12                                   | Internship Program - Y             |
|                          |  | 10<br>11 - 12        | Baking & Pastry I - S             |   |                                    |
|                          |  | 11 - 12              | Baking & Pastry II - S            |   |                                    |

S = Semester Course

Y = Year Course

◆ = Course designated "Computer Application"

## INDUSTRIAL TECHNOLOGY CAREER PATHWAYS



S = Semester Course  
 Y = Year Course  
 ◆ = Course designated "Computer Application"

**CAREER AND TECHNICAL EDUCATION**  
**AGRICULTURE SCIENCE TECHNOLOGY**

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|   |                 |                                  |                   |
|---|-----------------|----------------------------------|-------------------|
| <b>ANIMALS &amp; THEIR ENVIRONMENT</b><br><i>[Regional # A 100]</i> | <b>1 CREDIT</b> | <b>GRADES: 9 - 10 or 11 - 12</b> | <b>1 SEMESTER</b> |
|---|-----------------|----------------------------------|-------------------|

The introductory course for our animal science program focuses on animals and their impact on the environment. Students will study animals in their various habitats and environments throughout the world including rainforests, deserts, grasslands, wetlands, oceans, polar regions, and urban environments. Students will also learn of the many career opportunities available in the field of animal science. Students will be introduced to the FFA student organization.

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|   |                  |                              |               |
|---|------------------|------------------------------|---------------|
| <b>CONTEMPORARY ANIMAL SCIENCE</b><br><i>[Regional # A 109]</i> | <b>2 CREDITS</b> | <b>GRADES: 10 or 11 - 12</b> | <b>1 YEAR</b> |
|---|------------------|------------------------------|---------------|

Contemporary Animal Science explores the various facets within the animal industry from small companion animals such as dogs and cats to large animals including horses, cattle, and other production species. Focus of the course will be breeds, selection, training, care and management of the different species of animals. Careers and opportunities in the field of animal science will also be discussed.

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|  |                 |                        |                   |
|--|-----------------|------------------------|-------------------|
| <b>FLORAL DESIGN I</b><br><i>[Regional # A 208A]</i> | <b>1 CREDIT</b> | <b>GRADES: 11 - 12</b> | <b>1 SEMESTER</b> |
|--|-----------------|------------------------|-------------------|

This course is designed to familiarize students with the career opportunities in the floral industry. Topics covered include the artistic principles of floral design, elements of design, mechanics of design, and floral marketing. Students also learn design skills by creating bows, corsages, boutonnieres, one-sided arrangements, round arrangements, bud vases, and presentation bouquets. This class runs the school holiday sales, helping in the fulfillment of outside orders and school orders. Students do have the opportunity to create their own homecoming and prom flowers.

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|  |                 |                        |                   |
|--|-----------------|------------------------|-------------------|
| <b>FLORAL DESIGN II</b><br><i>Prerequisite: Successful completion of Floral Design I. [Regional # A 208]</i> | <b>1 CREDIT</b> | <b>GRADES: 11 - 12</b> | <b>1 SEMESTER</b> |
|--|-----------------|------------------------|-------------------|

This course is a continuation of Floral Design I. Students will continue to explore the floral industry and the artistic principles of floral design. Topics will include the starting, owning and operating of your own floral shop, floral merchandising, and new trends in floral design. Students will continue building their skills through advanced design styles including wedding, sympathy work, and event planning. Students will be responsible for all outside orders and for the running of a student floral shop.

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|   |                 |                        |                   |
|---|-----------------|------------------------|-------------------|
| <b>GREENHOUSE MANAGEMENT</b> <i>(Spring semester only)</i><br><i>[Regional # A 215]</i> | <b>1 CREDIT</b> | <b>GRADES: 11 - 12</b> | <b>1 SEMESTER</b> |
|---|-----------------|------------------------|-------------------|

This course focuses on the study of growing commercial greenhouse crops. A hands-on class, work is conducted in the school's greenhouse facility as topics covered include raising various commercial crops in a greenhouse environment, fertilization, pest management, greenhouse structures, heating and cooling, soil media and temperature control factors. The class will be responsible for organizing and conducting the annual bedding plant sale in the spring.

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|  |                  |                                  |               |
|--|------------------|----------------------------------|---------------|
| <b>HORTICULTURE INVESTIGATIONS DC</b><br><b>*Dual Credit* JJC HORT101: Introduction to Horticulture (3 hrs.)</b> <i>[Regional # A 105]</i> | <b>2 CREDITS</b> | <b>GRADES: 9 - 10 or 11 - 12</b> | <b>1 YEAR</b> |
|--|------------------|----------------------------------|---------------|

This course is designed to acquaint the student with the vast array of career opportunities in the horticultural field. An introduction to basic plant science will be studied. Topics discussed include plant anatomy, photosynthesis, respiration, reproduction, and life cycles. Students have the opportunity to work in the greenhouse and assist with all holiday floral/plant sales including Thanksgiving, Christmas, and spring bedding plant sale. **Junior and Senior students will be provided the opportunity to receive College Credit through Joliet Junior College in addition to high school credit. In the recent past, there has been no JJC tuition cost to students via a JJC waiver. If the waiver is not granted, students will be responsible for payment of JJC tuition and fees. Disclaimer - Dual Credit is subject to change based upon revisions made from Joliet Junior College. Minooka Community High School has no control over this entity.**

**CAREER AND TECHNICAL EDUCATION**  
**AGRICULTURE SCIENCE TECHNOLOGY**

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|                               |                  |                        |               |
|-------------------------------|------------------|------------------------|---------------|
| <b>PRE-VETERINARY STUDIES</b> | <b>2 CREDITS</b> | <b>GRADES: 11 - 12</b> | <b>1 YEAR</b> |
|-------------------------------|------------------|------------------------|---------------|

*Prerequisite:* Successful completion of Contemporary Animal Science. [Regional # A 261]

This course is designed to prepare the students who have an interest in Veterinary Medicine. An intense study of animal anatomy and physiology is covered, offering students who intend to enroll in JJC's Vet Tech Program or any veterinary medicine program some advanced preparation. Large and small animals are covered along with career options available in the animal science industry.

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|                                 |                 |                        |                   |
|---------------------------------|-----------------|------------------------|-------------------|
| <b>SPECIALTY ANIMAL SCIENCE</b> | <b>1 CREDIT</b> | <b>GRADES: 11 - 12</b> | <b>1 SEMESTER</b> |
|---------------------------------|-----------------|------------------------|-------------------|

*Prerequisite:* Successful completion of Animals & Their Environment and Contemporary Animal Science.

This course is designed for students who hold an interest in the field of animal science. Students will learn about various specialty animals with topics that cover marine biology, zoology, equine, reptiles, and aquatics. A focus on species within each topic will introduce students to the different animals and careers in these fields.

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|   |                  |                        |               |
|---|------------------|------------------------|---------------|
| <b>SUPERVISED AGRICULTURE EXPERIENCE II</b> | <b>2 CREDITS</b> | <b>GRADES: 11 - 12</b> | <b>1 YEAR</b> |
|---|------------------|------------------------|---------------|

*Prerequisite:* Successful completion of two years of Agriculture courses. Must be an FFA member. [Regional # A 202]

This is an independent study course for junior or senior students who are also current members of FFA. Students will have a minimum of one approved project. Supervised study, project record book work, training plans and agreements, report writing, instructor project visitation and supervision are essentials of the supervised agricultural experiences.

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|  |                  |                  |               |
|--|------------------|------------------|---------------|
| <b>SUPERVISED AGRICULTURE EXPERIENCE III</b> | <b>2 CREDITS</b> | <b>GRADE: 12</b> | <b>1 YEAR</b> |
|--|------------------|------------------|---------------|

*Prerequisite:* Successful completion of SAE II, member of FFA, and consent of FFA advisor [Regional # A 202]

Students will continue to work on the Supervised Agriculture Experience programs working towards completion of their State FFA Degree, American FFA Degree, Proficiency Awards, and Scholarships available through the National FFA Organization.

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**CAREER AND TECHNICAL EDUCATION**  
**BUSINESS TECHNOLOGY - COMPUTER COURSE OFFERINGS**

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|                          |                 |                                  |                   |
|--------------------------|-----------------|----------------------------------|-------------------|
| <b>ALL THINGS GOOGLE</b> | <b>1 CREDIT</b> | <b>GRADES: 9 - 10 or 11 - 12</b> | <b>1 SEMESTER</b> |
|--------------------------|-----------------|----------------------------------|-------------------|

This course provides students with a hands-on, learn-by-doing approach to discover Google and its many applications. Students will be introduced to Google Drive, Docs, Sheets, Slides, and Forms. Other Google products that may be included are: Gmail, Calendar, Scholar and Translate. *This course fulfills one semester of the "computer application" graduation requirement.*

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|                               |                 |                                  |                   |
|-------------------------------|-----------------|----------------------------------|-------------------|
| <b>COMPUTER GAME DESIGN I</b> | <b>1 CREDIT</b> | <b>GRADES: 9 - 10 or 11 - 12</b> | <b>1 SEMESTER</b> |
|-------------------------------|-----------------|----------------------------------|-------------------|

[Regional # B 281.5]

This course explores the video game design industry and basic computer programming. Computer Game Design I uses the ALICE program to develop an understanding of the programming language as well as other skills involved in making video games. *This course fulfills one semester of the "computer applications" graduation requirement.*

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|                                |                 |                                  |                   |
|--------------------------------|-----------------|----------------------------------|-------------------|
| <b>COMPUTER GAME DESIGN II</b> | <b>1 CREDIT</b> | <b>GRADES: 9 - 10 or 11 - 12</b> | <b>1 SEMESTER</b> |
|--------------------------------|-----------------|----------------------------------|-------------------|

*Prerequisite:* Successful completion of Computer Game Design I.

This course will expand on the knowledge learned in Computer Game Design I. It deals with advanced skills and techniques for the development of computer and video games. The students will learn the JAVA programming language and use it to design and create an original computer game. *This course fulfills one semester of the "computer application" graduation requirement.*

**CAREER AND TECHNICAL EDUCATION**  
**BUSINESS TECHNOLOGY - COMPUTER COURSE OFFERINGS**

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|   |                 |                              |                   |
|---|-----------------|------------------------------|-------------------|
| <b>GRAPHIC ARTS DESIGN</b><br><i>[Regional # B 275.5]</i> | <b>1 CREDIT</b> | <b>GRADES: 10 or 11 - 12</b> | <b>1 SEMESTER</b> |
|---|-----------------|------------------------------|-------------------|

Students will learn how to design publications for desktop publishing using **Photoshop, InDesign, and Microsoft Word**. Photoshop skills will be addressed as students create flyers, movie advertising campaigns, business cards, newsletters, etc. InDesign skills will be addressed while creating brochures, newsletters, cards, etc. Student will also learn how to use a heat press machine to do screen prints on T-shirts and other fabrics. *This course fulfills one semester of the “computer application” graduation requirement.*

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|  |                 |                       |                   |
|--|-----------------|-----------------------|-------------------|
| <b>INDIVIDUALIZED KEYBOARDING</b><br><i>[Regional # B 110.5]</i> | <b>1 CREDIT</b> | <b>GRADES: 9 - 10</b> | <b>1 SEMESTER</b> |
|--|-----------------|-----------------------|-------------------|

Individualized Keyboarding is a computer application course designed for students who need individualized instruction. Students will learn how to efficiently utilize the computer technologies available at Minooka Community High School. Topics covered include basic computer terminology, keyboard mastery, Microsoft tools (Word, Powerpoint, Excel), iLife tools (iMovie, Garageband, iPhoto), Web 2.0 tools (Gmail, Google Docs, Slides, Sheets, Site), and Minooka Community High School resources. *This course fulfills one semester of the “computer application” graduation requirement.*

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|  |                 |                                  |                   |
|--|-----------------|----------------------------------|-------------------|
| <b>INTRODUCTION TO INFORMATION TECHNOLOGIES</b><br><i>[Regional # B 110.5]</i> | <b>1 CREDIT</b> | <b>GRADES: 9 - 10 or 11 - 12</b> | <b>1 SEMESTER</b> |
|--|-----------------|----------------------------------|-------------------|

This course provides an introduction to a wide variety of computer applications and is intended to prepare students for technologies that will be used throughout their years at Minooka Community High School and beyond. Topics covered include basic computer terminology, keyboard mastery, Microsoft tools (Word, Powerpoint, Excel), iLife tools (iMovie, Garageband, iPhoto), Web 2.0 tools (Gmail, Google docs, Slides, Sheets Site), Minooka Community High School library resources (online databases, research techniques). *This course fulfills one semester of the “computer application” graduation requirement.*

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|   |                 |                              |                   |
|---|-----------------|------------------------------|-------------------|
| <b>INTRODUCTION TO MICROSOFT OFFICE APPLICATIONS</b><br><i>[Regional # B 120.5]</i> | <b>1 CREDIT</b> | <b>GRADES: 9-10 or 11-12</b> | <b>1 SEMESTER</b> |
|---|-----------------|------------------------------|-------------------|

Students will be introduced to the power of **Microsoft Office 2010**. They will develop their skills in **Word, Excel, Powerpoint, and Access**. As students work through the different programs, they will learn how to integrate each of these applications. *This course fulfills one semester of the “computer application” graduation requirement.*



**CAREER AND TECHNICAL EDUCATION**  
**BUSINESS TECHNOLOGY - COMPUTER COURSE OFFERINGS**

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**MICROSOFT CERTIFICATION PREP - WORD & EXCEL    1 CREDIT                      GRADES: 10 or 11 - 12    1 SEMESTER**  
[Regional # B260.5]

**Prerequisite:** Successful completion of Introduction to Microsoft Applications.

This course is designed for students who hold an interest in the field of informational technology and a desire to potentially earn their Microsoft Office Specialist certifications in Word and Excel. Students will learn advanced computer skills in these two Microsoft Office applications, building on those gained in the introductory course. Students will receive an MOS Certificate in each of the two applications after passing an exam with a score of 80% or better. Taking the certification test is optional and requires a \$72 fee. The certification test score will not affect a student's grade.

Microsoft Office Specialist Certificates are widely recognized in both academia and industry. Students who earn certifications will boost their workforce resumes, differentiate themselves from other applicants, gain valuable experience, heighten their earning potential, and prepare themselves for greater future success.

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**MICROSOFT CERTIFICATION PREP - POWERPOINT & ACCESS**  
**1 CREDIT    GRADES: 10 or 11 - 12    1 SEMESTER**

[Regional # B261.5]

**Prerequisite:** Successful completion of Introduction to Microsoft Applications.

This course is designed for students who hold an interest in the field of informational technology and a desire to potentially earn their Microsoft Office Specialist certifications in Access and PowerPoint. Students will learn advanced computer skills in these two Microsoft Office applications, building on those gained in the introductory course. Students will receive an MOS Certificate in each of the two applications after passing an exam with a score of 80% or better. Taking the certification test is optional and requires a \$72 fee. The certification test score will not affect a student's grade.

Microsoft Office Specialist Certificates are widely recognized in both academia and industry. Students who earn certifications will boost their workforce resumes, differentiate themselves from other applicants, gain valuable experience, heighten their earning potential, and prepare themselves for greater future success.

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**MOBILE APPS DEVELOPMENT    2 CREDITS                      GRADES: 10 or 11 - 12                      1 YEAR**

This is a collaborative, lab-based, hands-on course focusing on the development of apps for mobile devices such as the iPhone. Students will work in teams using real-world tools and processes to develop mobile apps of their own in a high tech environment. ***This course fulfills one semester of the "computer application" graduation requirement.***

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**WEB PAGE DESIGN I    1 CREDIT                      GRADES: 10 or 11 - 12                      1 SEMESTER**  
[Regional # B 2801]

Utilizing tools that are standard in the web design industry, students will learn how to design professional looking web sites. Topics covered include profession graphic design techniques, page layout design techniques, hyperlinks, basic html, Cascading Style Sheets (CSS), and basic animation. At the end of this course students will have utilized Adobe Dreamweaver and Adobe Photoshop to produce a web-based portfolio containing all their projects. ***This course fulfills one semester of the "computer application" graduation requirement.***

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**WEB PAGE DESIGN II    1 CREDIT                      GRADES: 10 or 11 - 12                      1 SEMESTER**  
**Prerequisite:** Successful completion of Web Page Design I, ("C" average recommended). [Regional # B 2801]

A continuation of Web Page I, students will be given the opportunity to use multimedia programs in order to develop dynamic web pages. Students will further their mastery of the web design software learned in Web Page I. In addition, students will learn to utilize **Macromedia Flash** to create interactive Web Pages. Students will also learn how to integrate **iMovie** and **Powerpoint** with a web design software. Projects in this class will give students the opportunity to apply their knowledge to real life situations. ***This course fulfills one semester of the "computer application" graduation requirement.***

**CAREER AND TECHNICAL EDUCATION**  
**BUSINESS TECHNOLOGY - BUSINESS COURSES**

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|---|------------------|------------------------------|---------------|
| <b>AUTOMATED ACCOUNTING I</b><br><i>[Regional # B 2001]</i> | <b>2 CREDITS</b> | <b>GRADES: 10 or 11 - 12</b> | <b>1 YEAR</b> |
|---|------------------|------------------------------|---------------|

Accounting I covers accounting careers, terminology, concepts, and accounting practices for different types of organizational structures and financial statements. Computerized accounting procedures will be integrated throughout the course. Students should learn to appreciate the accounting cycle method of keeping records vital to the success/failure of any business. The course can be beneficial for personal use and/or for a related career in the various business fields.

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| <b>AUTOMATED ACCOUNTING II HONORS</b> <i>weighted course</i><br><i>Prerequisite: Successful completion of Accounting I.</i> | <b>2 CREDITS</b> | <b>GRADES: 11 - 12</b> | <b>1 YEAR</b> |
|---|------------------|------------------------|---------------|

This course is designed for the student considering a career in accounting or business who wants a broader understanding of accounting practice. Concepts introduced in the Accounting I course will be reviewed and expanded. This course focuses on the important internal and external uses of accounting data. Special efforts will be made to integrate computer applications with the basic procedures of manual accounting systems. As part of this course, Joliet Junior College offers an opportunity for students to take a proficiency exam to receive college credit toward their Accounting 100 and 101 courses.

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|---|-----------------|-----------------------------|-------------------|
| <b>BUSINESS AND THE ECONOMY</b><br><i>[Regional # B 1001]</i> | <b>1 CREDIT</b> | <b>GRADES: 9 - 10 or 11</b> | <b>1 SEMESTER</b> |
|---|-----------------|-----------------------------|-------------------|

Business and the Economy deals with business and economic affairs that affect our well-being. Subjects covered include: managing resources, how U.S. and other economic systems work, types of businesses and how businesses are organized, making consumer decisions, career planning, and government's role in the economy. Current events in the business world are also a focus of the course. **Taking this course plus Business and Personal Financial Management will count as Consumer Ed. credit toward graduation.**

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| <b>BUSINESS AND PERSONAL FINANCIAL MANAGEMENT</b><br><i>[Regional # B 1001]</i> | <b>1 CREDIT</b> | <b>GRADES: 9 - 10 or 11</b> | <b>1 SEMESTER</b> |
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This course begins with business activities such as marketing, technology use, financial management, production, and risk management. The second part of the course covers personal finance topics, including consumer rights, money management and financial planning, banking and financial services, consumer credit, savings and other investments, and insurance. **Taking this course plus Business and the Economy will count as Consumer Ed. credit toward graduation.**

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| <b>BUSINESS LAW</b> | <b>1 CREDIT</b> | <b>GRADES: 11 - 12</b> | <b>1 SEMESTER</b> |
|---------------------|-----------------|------------------------|-------------------|

This course helps students become aware of their legal obligations and rights in order to avoid legal difficulties. A student in this course will gain general knowledge of law and its application in the business world. Family law, ethics and the law, crime, contracts, minors and the law, bankruptcy, and property law. This course is recommended for anyone interested in business, accounting, or pre-law in college.

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| <b>SPORTS AND ENTERTAINMENT MARKETING</b><br><i>[Regional # B 272.5]</i> | <b>1 CREDIT</b> | <b>GRADES: 10 or 11 - 12</b> | <b>1 SEMESTER</b> |
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Sports and Entertainment Marketing explores the nature of marketing within the sports industry. The students will be introduced to the 4 P's of marketing as well as other marketing concepts. The students will apply this knowledge when they create a sports franchise from the ground up.

**CAREER AND TECHNICAL EDUCATION**  
**FAMILY AND CONSUMER SCIENCE**

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| <b>ADULT LIVING</b><br><i>[Regional # H 201.5]</i> | <b>1 CREDIT</b> | <b>GRADES: 11 - 12</b> | <b>1 SEMESTER</b> |
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This course is designed to help students develop important relationship and life skills necessary for the society in which they live. The course will expand their knowledge of marriage, parenthood, relationships with family and friends, divorce, aging, and death. Students will also learn how to shape their own financial life and become productive members of society. This course is valuable to all students, especially those considering a career in a human relations field.

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| <b>BAKING &amp; PASTRY I</b><br><i>Prerequisite: Successful completion of Introduction to Culinary Arts.</i> | <b>1 CREDIT</b> | <b>GRADES: 10 or 11 - 12</b> | <b>1 SEMESTER</b> |
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In this course, students will gain skills in a professional food preparation as well as learn the business side of professional baking. Developing a menu, pricing, marketing, trying to make a profit, and other business strategies will be utilized in managing a bakery business. Students will also learn about ingredients in baking, yeast breads, cake decorating and cookies. Students are required to purchase a \$4.00 chef's hat and wear proper attire when in the lab.

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|---|-----------------|------------------------|-------------------|
| <b>BAKING &amp; PASTRY II</b><br><i>Prerequisite: Successful completion of Baking and Pastry I.</i> | <b>1 CREDIT</b> | <b>GRADES: 11 - 12</b> | <b>1 SEMESTER</b> |
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Students in this course will learn advanced techniques in baking and cake decorating, the financial side of baking, as well as learning how to create their own recipes. Students will be using commercial-sized ovens and equipment for baking and creating pastries that are designed for large-scale groups with various needs. Students are required to purchase a \$4.00 chef's hat and wear proper attire when in the lab.

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| <b>CHILD DEVELOPMENT I</b><br><i>[Regional # H 105]</i> | <b>1 CREDIT</b> | <b>GRADES: 10 or 11 - 12</b> | <b>1 SEMESTER</b> |
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This course is designed for all students who are interested in understanding the current trends, issues, and responsibilities of parenthood and families. The emphasis is on learning the developmental patterns of the child from conception to preschool and the effect heredity and environment has on the child's emotional, social, physical, and intellectual growth. Students will do various observations of infants, children, and parents with emphasis on guidance and working with diverse families.

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| <b>CHILD DEVELOPMENT II</b><br><b>*ECE 1 - Certification*</b><br><i>Prerequisite: Successful completion of Child Development I. [Regional # H 111]</i> | <b>1 CREDIT</b> | <b>GRADES: 10 or 11 - 12</b> | <b>1 SEMESTER</b> |
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This course is designed for the student who may be interested in a career involving the development and care of children. The students will spend the first half of the class learning about the physical, emotional, social, and intellectual development of the toddler to school age child. Health and safety, special challenges, responsibility of caring for children, developmentally appropriate practices, and careers related to children will be discussed. The students will be responsible for planning, observing, and teaching 3-5 year old children in the preschool lab. The students design all story-telling, art, music, math, science, and small and large motor activities.

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| <b>CLOTHING CONSTRUCTION I</b><br><i>[Regional # H 103]</i> | <b>1 CREDIT</b> | <b>GRADES: 9 -10 or 11 - 12</b> | <b>1 SEMESTER</b> |
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This course introduces the sewing machine and sewing notions. Basic sewing skills are learned in the beginning through the construction of various sewing projects such as, accessories, bags and garments. Students will explore design principles, patterns, alterations and various textiles. Students are required to purchase a basic sewing kit.

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| <b>CLOTHING CONSTRUCTION II</b><br><i>Prerequisite: Successful completion of Clothing Construction I. [Regional # H 104]</i> | <b>1 CREDIT</b> | <b>GRADES: 9 - 10 or 11 - 12</b> | <b>1 SEMESTER</b> |
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This course continues to develop sewing skills through advance projects and garment construction. Students will create garments of their choosing, while learning advance construction techniques using specialty fabrics and applications. The textile and fashion industry will also be discussed. Students are required to purchase a basic sewing kit.

**CAREER AND TECHNICAL EDUCATION**  
**FAMILY AND CONSUMER SCIENCE**

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|--|-----------------|------------------------------|-------------------|
| <b>FASHION DESIGN AND MERCHANDISING</b><br><i>[Regional # H 227]</i> | <b>1 CREDIT</b> | <b>GRADES: 10 or 11 - 12</b> | <b>1 SEMESTER</b> |
|--|-----------------|------------------------------|-------------------|

This course explores the fields of apparel design and fashion merchandising. Students will learn about the creative aspects of fashion, careers in apparel design, visual presentation, and fashion promotion and sales. Areas explored include principles and elements of design, fashion design and designers, garment styles, fashion decades, fashion merchandising, fashion buying and fashion show production.

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|---|-----------------|------------------------------|-------------------|
| <b>INTRODUCTION TO CULINARY ARTS</b><br><i>Prerequisite: Successful completion of Nutrition &amp; Foods II.</i> | <b>1 CREDIT</b> | <b>GRADES: 10 or 11 - 12</b> | <b>1 SEMESTER</b> |
|---|-----------------|------------------------------|-------------------|

This course is designed for students who hold an interest in the field of culinary. Students learn specific knife selection and techniques, food safety and sanitation, stocks, sauces, fruits, vegetables, and grains. Students will receive a Food Handler Certificate after passing an exam with a score of 75% or better.

A Food Handler Certificate is accepted everywhere in Illinois and meets the new Food Handling Regulation Enforcement Act (410 ILCS 625) which is required for all employees in the food service industry. Students are required to purchase a \$4.00 chef's hat and wear proper attire when in the lab.

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| <b>INTRODUCTION TO TEACHING</b> | <b>1 CREDIT</b> | <b>GRADES: 11 - 12</b> | <b>1 SEMESTER</b> |
|---------------------------------|-----------------|------------------------|-------------------|

This course is designed for students who hold an interest in the field of teaching. Students will learn about teaching as a career, development of the elementary school child, confidentiality, rules and regulations, child development learning theories, classroom environment/management, creating and delivering lesson plans, assessments, professional development, school law, addressing students individual needs, and diversity. Students will take 3 field trips to observe a preschool, elementary school, and middle school to observe the various levels of teachers and students.

Students enrolled in this course are expected to follow all district policies and school rules. Students are required to abide by a specific class expectation/behavior contract.

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| <b>NUTRITION AND FOODS I</b><br><i>[Regional # H 101]</i> | <b>1 CREDIT</b> | <b>GRADES: 9 - 10 or 11 - 12</b> | <b>1 SEMESTER</b> |
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This course provides all students with a basic knowledge of nutrition and cooking techniques that are applicable to everyday life. The course focuses on food safety, sanitation, cooking terms, kitchen measurement, and nutrition. Food topics include studying fruits, vegetables, dairy products, grains, principles of baking, and their relationship to a healthy diet. Recommended for all students interested in cooking, nutrition, and careers in the food service industry. Students are required to purchase a \$2.00 visor and wear proper attire when completing labs.

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| <b>NUTRITION AND FOODS II</b><br><i>Prerequisite: Successful completion of Nutrition and Foods I. [Regional # H 102]</i> | <b>1 CREDIT</b> | <b>GRADES: 9 - 10 or 11 - 12</b> | <b>1 SEMESTER</b> |
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This course is designed to further develop skills learned in Nutrition and Foods 1. Student learning will include a more in-depth study of nutrition and complex cooking techniques in the lab. Areas to be studied include breads, pies, egg cookery, salads and dressings, spices and herbs, cake decorating, careers in foods and nutrition, as well as learning about and preparing foods from U.S. regions and different ethnic origins around the world. Students are required to purchase a \$2.00 visor and wear proper attire when completing labs.

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|--|-----------------|------------------------------|-------------------|
| <b>RESTAURANT MANAGEMENT</b><br><i>Prerequisite: Successful completion of Introduction to Culinary Arts.</i> | <b>1 CREDIT</b> | <b>GRADES: 10 or 11 - 12</b> | <b>1 SEMESTER</b> |
|--|-----------------|------------------------------|-------------------|

Students in this course will develop and manage a mini-restaurant and catering business. Students will also learn about Hors D'oeuvres and sandwiches. This course serves as a foundation for students interested in working in the restaurant industry or hospitality industry. Students are required to purchase a \$4.00 chef's hat and wear proper attire when in the lab.

**CAREER AND TECHNICAL EDUCATION**  
**FAMILY AND CONSUMER SCIENCE**

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|-----------------------|-----------------|------------------------------|-------------------|
| <b>WORLD CUISINES</b> | <b>1 CREDIT</b> | <b>GRADES: 10 or 11 - 12</b> | <b>1 SEMESTER</b> |
|-----------------------|-----------------|------------------------------|-------------------|

*Prerequisite: Successful completion of Introduction to Culinary Arts*

This course is designed for students who hold an interest in cultural cooking. Students will learn about history/demographics of various countries and cultures. Specific flavors and recipes of areas will be studied, and authentic foods will be prepared. Cooking methods of meat, poultry and pork will be discussed and practiced. Students are required to purchase a \$4.00 chef's hat and wear proper attire when in the lab.

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**CAREER AND TECHNICAL EDUCATION**  
**INDUSTRIAL TECHNOLOGY**

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|--|------------------|------------------------------|---------------|
| <b>ELECTRICITY/ELECTRONIC TECHNOLOGY</b> | <b>2 CREDITS</b> | <b>GRADES: 10 or 11 - 12</b> | <b>1 YEAR</b> |
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*[Regional # I 123]*

This course is a study of the fundamentals of electricity and electronic principles through the use of hands-on projects. Students learn the different components of an electronic circuit, utilization of breadboards, and soldering techniques. Proper use of testing equipment to analyze circuits is incorporated into the course, including the use of digital multimeters to measure electrical quantities. The course covers digital and analog electronics along with basic residential wiring.

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|---|-----------------|------------------------------|-------------------|
| <b>ENGINEERING &amp; ARCHITECTURE I</b> | <b>1 CREDIT</b> | <b>GRADES: 10 or 11 - 12</b> | <b>1 SEMESTER</b> |
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This is a computer-based course that incorporates Science, Technology, Engineering and Mathematics (STEM) to prepare students for a college education and a career in the engineering and architecture fields. During this class, students will apply their knowledge of mathematics and science in hands-on projects. Students will learn and understand the design process, product design, blueprint reading, and components to designing a residential house. *This course fulfills one semester of the "computer application" graduation requirement.*

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|--|-----------------|------------------------------|-------------------|
| <b>ENGINEERING &amp; ARCHITECTURE II</b> | <b>1 CREDIT</b> | <b>GRADES: 10 or 11 - 12</b> | <b>1 SEMESTER</b> |
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*Prerequisite: Successful completion of Engineering & Architecture I.*

This second-level engineering and architecture course continues to prepare students for a career in engineering and architecture fields by utilizing STEM principles on a daily basis. Throughout this hands-on course, students will apply problem-solving skills to create a variety of 3D models and drawings to meet specific criteria. Students will learn to reverse engineer and remodel the design of specific architectural layouts.

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|--|-----------------|------------------------------|-------------------|
| <b>INTRODUCTION TO BUILDING CONSTRUCTION</b> | <b>1 CREDIT</b> | <b>GRADES: 10 or 11 - 12</b> | <b>1 SEMESTER</b> |
|--|-----------------|------------------------------|-------------------|

*Prerequisite: Successful completion of Woods I.*  
*[Regional # I 106]*

This course focuses on residential construction, specifically the materials and techniques used in building houses. Floor systems, wall systems and roof systems are covered in detail. In the introductory unit, students complete a scale model corner section of a house to become familiar with the terms used in construction. The students then build a 1/2 scale shed that can be converted into a child's playhouse, and complete the semester with the construction of walls for a shed that will be sold to the public. Students completing this course may pursue further educational opportunities in this field at Grundy Area Vocational Center.

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|--|-----------------|-----------------------|-------------------|
| <b>INTRODUCTION TO INDUSTRIAL TECHNOLOGY</b> | <b>1 CREDIT</b> | <b>GRADES: 9 - 10</b> | <b>1 SEMESTER</b> |
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*[Regional # I 143]*

This interactive, hands-on course offers students an opportunity to explore introductory areas of Industrial Technology. Students will complete projects and view demonstrations in construction, mechanical engineering, architectural design, small engine mechanics, and welding.

**CAREER AND TECHNICAL EDUCATION**  
**INDUSTRIAL TECHNOLOGY**

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|-------------------------------|-----------------|------------------------------|-------------------|
| <b>ROBOTICS ENGINEERING I</b> | <b>1 CREDIT</b> | <b>GRADES: 10 or 11 - 12</b> | <b>1 SEMESTER</b> |
|-------------------------------|-----------------|------------------------------|-------------------|

*Prerequisite: Successful completion of Technology Explorations I.*

This course is designed for students who are interested in the practical applications of robotics in the real world. Students will learn to build and program the LEGO EV3 robots to complete specific tasks and solve problems. This is a hands-on course with students working in teams to create solutions and build robots to the problems presented in class.

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|--------------------------------|-----------------|------------------------------|-------------------|
| <b>ROBOTICS ENGINEERING II</b> | <b>1 CREDIT</b> | <b>GRADES: 10 or 11 - 12</b> | <b>1 SEMESTER</b> |
|--------------------------------|-----------------|------------------------------|-------------------|

*Prerequisite: Successful completion of Robotics Engineering I.*

This course is a continuation of Robotics Engineering I. Students will continue to learn to build and program both the NXT and EV3 robots to complete specific tasks and solve problems. VEX Robotics will also be introduced during this course. VEX Robotics is based on the VEX Robotics Claw Kit. Students will work in teams to build robots to solve various engineering and manufacturing systems in a competition style and compete with other teams in the classroom. This is a hands-on course with students working in teams to create and develop solutions to the problems presented in class.

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|----------------------------|-----------------|------------------------------|-------------------|
| <b>SMALL ENGINE REPAIR</b> | <b>1 CREDIT</b> | <b>GRADES: 10 or 11 - 12</b> | <b>1 SEMESTER</b> |
|----------------------------|-----------------|------------------------------|-------------------|

*[Regional # A 107]*

In this course, theory and hands-on experiences provide opportunities for students to develop basic knowledge and skills in agricultural mechanics. Instructional areas include the basic fundamentals of maintaining and repairing both two cycle and four cycle small gas engines and operating equipment safely.

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|----------------------------------|-----------------|---------------------------------|-------------------|
| <b>TECHNOLOGY EXPLORATIONS I</b> | <b>1 CREDIT</b> | <b>GRADES: 9 -10 or 11 - 12</b> | <b>1 SEMESTER</b> |
|----------------------------------|-----------------|---------------------------------|-------------------|

*[Regional # I 144]*

This introductory course is designed for students with an interest in careers in the field of technology and engineering. The course is project-based with many hands-on learning activities that emphasize problem-solving skills. Units of study include: introduction to technology, CAD, electronics, engineering, animation, video game design, and robotics. Students will learn how to design houses using SketchUp in the CAD unit, discover the world of electronics as they complete a soldering project, create their own video game, understand the principles behind structural engineering as they build bridges using online technology and actual wooden bridges, and learn basic programming skills with the LEGO NXT robots. *This course fulfills one semester of the “computer application” graduation requirement.*

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|-----------------------------------|-----------------|----------------------------------|-------------------|
| <b>TECHNOLOGY EXPLORATIONS II</b> | <b>1 CREDIT</b> | <b>GRADES: 9 - 10 or 11 - 12</b> | <b>1 SEMESTER</b> |
|-----------------------------------|-----------------|----------------------------------|-------------------|

*Prerequisite: Successful completion of Technology Explorations I. [Regional # I 100]*

This course is a continuation of topics based from Technology Explorations I. The course is project-based with many hands-on learning activities that emphasize problem-solving skills. Units of study include: alternative energy, pneumatics and fluid power systems, air and space technology, and real life applications of robotics. Students will design an alternative energy system for a town, explore the Grid power system for distribution of electrical energy, understand the principles of fluid power as they build various pneumatic devices, design a prototype robot to explore the ruins of an ancient civilization, and work with Kerbal Space to discover air and space technology and engineering.

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|---|-----------------|------------------------------|-------------------|
| <b>WELDING AND METAL FABRICATION TECHNOLOGY</b> | <b>1 CREDIT</b> | <b>GRADES: 10 or 11 - 12</b> | <b>1 SEMESTER</b> |
|---|-----------------|------------------------------|-------------------|

*[Regional # I 110]*

This beginning course will introduce students to several aspects of welding and metal fabrication technology. Welding processes introduced will be SMAW (arc welding), GMAW (MIG welding), PAC (Plasma Arc Cutting), and oxyfuel welding and cutting. Students will study safe use of equipment, different welding joints, reading metalworking plans, and mathematics used in welding and metal fabrications. Career opportunities in welding will also be discussed. Students completing this course may pursue further educational opportunities in this field at Grundy Area Vocational Center.



**CAREER AND TECHNICAL EDUCATION**  
**INDUSTRIAL TECHNOLOGY**

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|---|-----------------|------------------------------|-------------------|
| <b>WOODWORKING I</b><br><i>[Regional # I 105]</i> | <b>1 CREDIT</b> | <b>GRADES: 10 or 11 - 12</b> | <b>1 SEMESTER</b> |
|---|-----------------|------------------------------|-------------------|

A beginning course that focuses on using power tools and equipment to create projects out of wood. The classroom component will emphasize reading woodworking plans, design and drafting, and adding and subtracting fractions. The majority of class will be spent working in the wood shop, learning how to select, cut and join wood to create a quality finished project. For the final assignment, the student will design, draft and build a woodworking project.

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|---|-----------------|------------------------|-------------------|
| <b>WOODWORKING II</b><br><i>Prerequisite: Successful completion of Woods I.</i> | <b>1 CREDIT</b> | <b>GRADES: 11 - 12</b> | <b>1 SEMESTER</b> |
|---|-----------------|------------------------|-------------------|

This course will focus on skills and processes used to create advanced woodworking projects. Emphasis will be placed on applying math skills to woodworking. The majority of class will be spent working in the wood shop, learning advanced woodworking techniques used to make quality projects.

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**CAREER AND TECHNICAL EDUCATION**  
**MEDIA COMMUNICATIONS**

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|---|-----------------|------------------|-------------------|
| <b>ADVANCED VIDEO EDITING - FALL</b><br><i>Prerequisite: Successful completion of Video Editing I and II.</i> | <b>1 CREDIT</b> | <b>GRADE: 12</b> | <b>1 SEMESTER</b> |
|---|-----------------|------------------|-------------------|

In this course, students will learn more advanced editing concepts as well as gain knowledge about various types of microphones, how to design and author DVDs, and how to upload converted movies to the web. Students will work collaboratively with other students on the production of a major video project for Homecoming Week. Students will also work independently on creative projects and follow their ideas through from pre-production to post-production.

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|---|-----------------|------------------|-------------------|
| <b>ADVANCED VIDEO EDITING - SPRING</b><br><i>Prerequisite: Successful completion of Video Editing I and II.</i> | <b>1 CREDIT</b> | <b>GRADE: 12</b> | <b>1 SEMESTER</b> |
|---|-----------------|------------------|-------------------|

In this course, students will learn more advanced editing concepts as well as gain knowledge about various types of microphones, how to design and author DVDs, and how to upload converted movies to the web. Students will work collaboratively with other students on the production of a major video project for Graduation. Students will also work independently on creative projects and follow their ideas through from pre-production to post-graduation.

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|--|-----------------|------------------------|-------------------|
| <b>VIDEO EDITING I AC</b><br><i>[Regional # I 278]</i> | <b>1 CREDIT</b> | <b>GRADES: 11 - 12</b> | <b>1 SEMESTER</b> |
|--|-----------------|------------------------|-------------------|

In this course, students will learn the fundamentals of editing using Apple's *Final Cut Pro* Software. Students will learn how to set up a project, capture clips, and compositing. Students will also create animated text graphics and how to set multiple text tracks to a song. *This course fulfills one semester of the "computer application" graduation requirement. This course meets articulated credit requirements with Illinois Institute of Art University.*

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|---|-----------------|------------------------|-------------------|
| <b>VIDEO EDITING II</b><br><i>Prerequisite: Successful completion of Video Editing I.</i> | <b>1 CREDIT</b> | <b>GRADES: 11 - 12</b> | <b>1 SEMESTER</b> |
|---|-----------------|------------------------|-------------------|

In this course, students will learn the basics of video production, while they expand your knowledge of Apple's *Final Cut Pro* Software. Students will also learn proper camera setup and more advanced editing techniques, along with the process or pre-production, production, and post-production while filming and editing your own videos. *This course fulfills one semester of the "computer application" graduation requirement.*

**CAREER AND TECHNICAL EDUCATION**  
**INTERNSHIP PROGRAM**

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**INTERNSHIP PROGRAM**

**6 CREDITS**

**GRADES: 11 - 12**

**YEAR (repeatable)**

*[Regional # AL 232]*

This course provides planned learning activities and experiences, both within a classroom (Class Phase) and through on-the-job experiences (Work Phase). Students enrolled in the program will be allowed to leave school in order to work during the scheduled Work Phase portion of the program. Students must fill out an application from their counselor to be accepted in this program and must sign up for the **Classroom Phase** and the **Work Phase**.

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**Class Phase**

**2 CREDIT**

**GRADES: 11 or 12**

Students in the Classroom Phase of the Internship program will study characteristics needed by all workers, such as interpersonal relationship, job-seeking, and career investigation skills. Additionally, students will be exposed to multiple post-high school career options as well as the requirements for these careers. *Students in the Class Phase must be concurrently enrolled in the Work Phase of the internship program.*

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**Work Phase**

**4 CREDITS\***

**GRADES: 11 or 12**

The Work Phase provides students the opportunity to earn 4 credits\* for working at an approved job site. The student must have reliable transportation and is responsible for securing appropriate employment.

*\*Two letter grades will be given per semester for the work-phase of Internship, one letter grade for the first 135 hours of work, and a second letter grade for the second 135 hours of work. The letter grade earned for the classroom-phase of Internship is not a factor. Student grades will be assessed based upon number of hours worked, employer evaluation, and instructor evaluation of on-the-job performance.*



## ENGLISH COURSE SEQUENCE AND DESCRIPTIONS

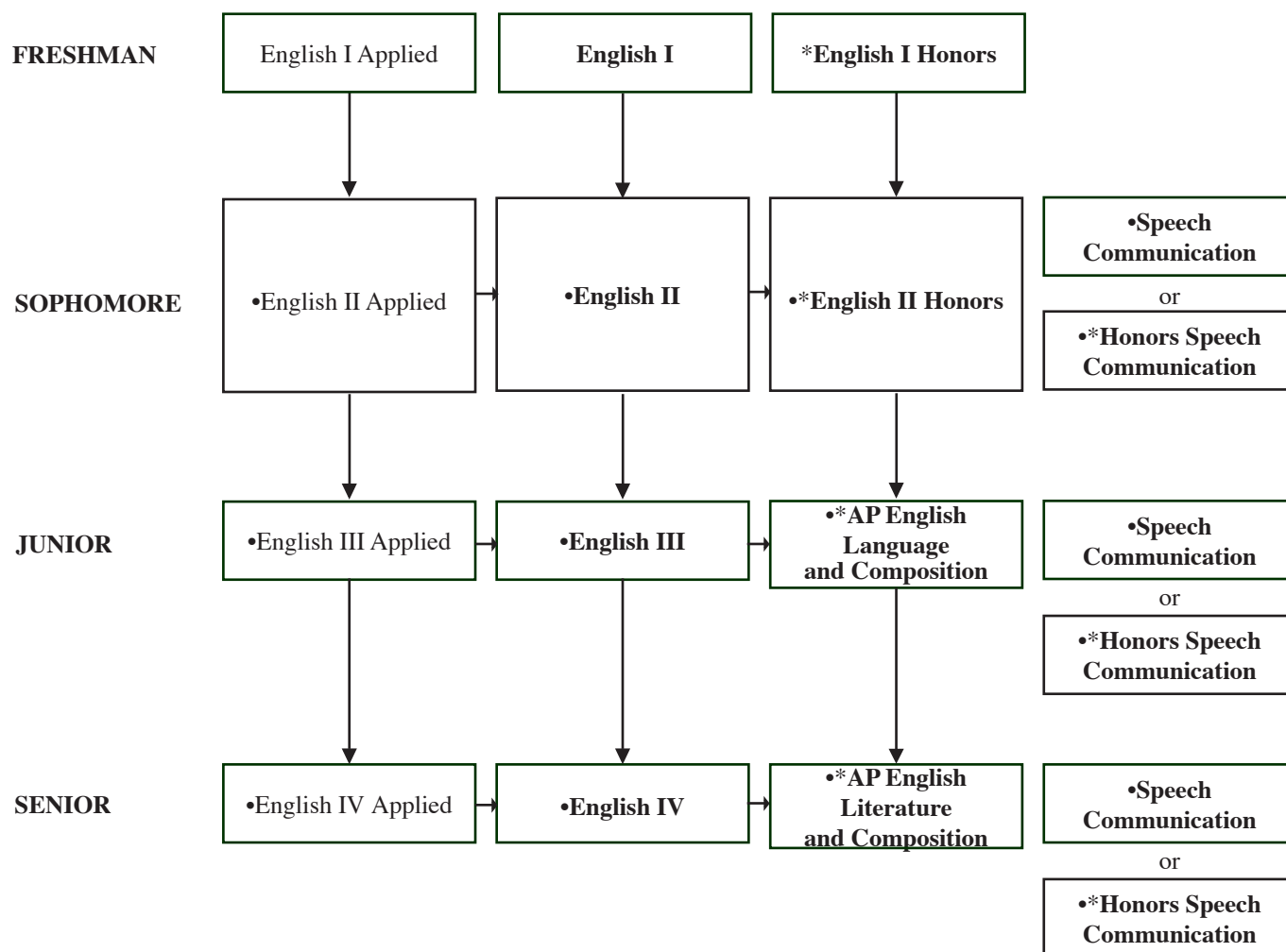
### INTRODUCTION:

The Minooka Community High School English Department offers four years of sequential English courses, as well as both semester and yearlong electives. The curriculum encourages students to demonstrate consideration and respect for others while developing their own creativity and expressive thought to actively engage a complex, globalized world. All English courses are designed to offer students opportunities to foster the habits of mind, critical thinking, and literacy skills—reading, writing, listening, speaking, and digital—that are necessary for students to build the skills of disciplined reading and composing in various rhetorical contexts and for a variety of purposes and audiences. Ultimately, it is expected that students successfully develop as scholars and citizens so that they continue to grow into self-directed, lifelong learners.

### COURSE OFFERINGS:

|  |   |
|--|---|
| Acting I                               | ESL   |
| Acting II                              | ESL Resource  |
| *AP English Language and Composition   | Greek Mythology and Folklore                              |
| *AP English Literature and Composition | * Honors Speech Communication                             |
| College Prep Writing                   | JJC English 101 <i>DC</i>                                 |
| Creative Writing I                     | JJC English 102 <i>DC</i>                                 |
| Creative Writing II                    | JJC SPCH 101 Principles of Speech Communication <i>DC</i> |
| Debate                                 | Journalism I, II, III, IV                                 |
| Dramatic Arts                          | Myth and The Mind   |
| English I                              | Poetry  |
| English I Applied                      | <i>Read 180-I</i> Stage B                                 |
| *English I Honors                      | <i>Read 180-I</i> Stage C                                 |
| English II                             | <i>Read 180-II</i>  |
| English II Applied                     | Speech Communication                                      |
| *English II Honors                     | Sports Literature   |
| English III                            | Yearbook Publication I, II, III, IV                       |
| English III Applied                    | Young Adult Literature                                    |
| English IV                             |   |
| English IV Applied                     |   |

**SUGGESTED**  
**ENGLISH COURSE SEQUENCES**



**ENGLISH ELECTIVES**

Acting I  
Acting II  
**College Prep Writing**  
**Creative Writing I**  
**Creative Writing II**  
Debate  
Dramatic Arts  
**English IV** (1 semester required beginning with class of 2010)  
**Greek Mythology and Folklore**  
**JJC English 101 DC**  
**JJC English 102 DC**

**JJC SPCH 101 Principles of Speech Communication DC**  
◆ Journalism I, II, III, IV  
**Myth and the Mind**  
Poetry  
+ *Read 180-I* Stage B-1 or B-2  
+ *Read 180-I* Stage C  
+ *Read 180-II*  
Sports Literature  
◆ Yearbook Publication I, II, III, IV  
**Young Adult Literature**

\* = weighted class

• = 1 semester of Speech Communication is required and may be taken during 10th, 11th or 12th grades in conjunction with other English classes.

+ = *Read 180-I* Stages B or C and *Read 180-II* do not fulfill the 8-credit English requirement

◆ = Course designated “Computer Applications”

**DC** = Dual Credit

**Bold** = meets NCAA eligibility requirements

## ENGLISH

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|                 |                 |                              |                   |
|-----------------|-----------------|------------------------------|-------------------|
| <b>ACTING I</b> | <b>1 CREDIT</b> | <b>GRADES: 10 or 11 - 12</b> | <b>1 SEMESTER</b> |
|-----------------|-----------------|------------------------------|-------------------|

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*Prerequisite:* Successful completion of English I.

Acting I focuses on developing the primary tools used in acting: voice, body, and mind. Students will build on individual skills through a variety of exercises and performances. (Memorization of up to five minutes of material is required.) Students will explore the intentional nature of acting through improvisational exercises and character creation and development. Students will analyze the balance of text and subtext in scene work, as well as develop trust through evaluation and ensemble-building exercises.

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|------------------|-----------------|------------------------------|-------------------|
| <b>ACTING II</b> | <b>1 CREDIT</b> | <b>GRADES: 10 or 11 - 12</b> | <b>1 SEMESTER</b> |
|------------------|-----------------|------------------------------|-------------------|

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*Prerequisite:* Successful completion of English I and Acting I.

Acting II focuses on the advanced development of observation and awareness skills and applying vocal, physical, and mental techniques to improve performance skills. (Memorization of lines is required.) Students will establish their rapport as actors through evaluation, constructive criticism, and team-building exercises. In addition, students will work on complex character creation and development, both individually and as part of ensemble performances. Students will also learn additional terminology and stage movement through the reading of scripts associated with the exercises and performances done as part of the coursework.

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|   |                  |                  |               |
|---|------------------|------------------|---------------|
| <b>AP ENGLISH LANGUAGE AND COMPOSITION <i>weighted course</i></b> | <b>2 CREDITS</b> | <b>GRADE: 11</b> | <b>1 YEAR</b> |
|---|------------------|------------------|---------------|

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*Meets NCAA eligibility requirements*

*Prerequisite:* Successful completion of level II English and teacher's recommendation, minimum of "C" in previous two semesters of Honors English, or application/acceptance into the English Honors program.

AP English Language and Composition is an English language and composition course engaging students in becoming skilled readers and writers. Prose and poetry readings from various fields and periods are examined in depth for understanding and for stylistic devices used by the writers. These selections will aid students in developing composition skills for a variety of purposes. Analytical and argumentative writing formats will be emphasized. Composition assignments will include teacher-directed assignments and impromptu, in-class responses. Supplemental reading will be required. Test preparation for PSAT, ACT, and SAT will be a component of the course throughout the year. Students will be required to take the Advanced Placement Examination in May. The current fee for the Advanced Placement exam is \$93.00. There may be an additional expense for summer reading materials. *This course fulfills two semesters of the State of Illinois' "writing intensive" requirement.*

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|---|------------------|------------------|---------------|
| <b>AP ENGLISH LITERATURE AND COMPOSITION <i>weighted course</i></b> | <b>2 CREDITS</b> | <b>GRADE: 12</b> | <b>1 YEAR</b> |
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*Meets NCAA eligibility requirements*

*Prerequisite:* Successful completion of level III English and teacher's recommendation, minimum of "C" in previous two semesters of Honors English, or application/acceptance into the English Honors program.

English IV Advanced Placement exposes students to the canon of literature. Students will regularly organize and write analyses of literary-merited works, demonstrating depth of thought and understanding in expository pattern with fluency and style. They should achieve a sensitivity to logic, coherence, and style. Students gradually progress from deliberate writings, assigned in advance, to impromptu, in-class responses. Supplemental readings and literary criticism are included in this course. Students will be required to take the Advanced Placement Examination in May. The current fee for the Advanced Placement exam is \$93.00. There may be an additional expense for summer reading materials. *This course fulfills two semesters of the State of Illinois' "writing intensive" requirement.*

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|-----------------------------|-----------------|------------------------|-------------------|
| <b>COLLEGE PREP WRITING</b> | <b>1 CREDIT</b> | <b>GRADES: 11 - 12</b> | <b>1 SEMESTER</b> |
|-----------------------------|-----------------|------------------------|-------------------|

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*Meets NCAA eligibility requirements*

*Prerequisite:* Successful completion of level I English and level II English.

This one-semester, elective course primarily addresses the late high school benchmarks of the Illinois Learning Writing Standards through the study and extensive practice of a variety of writing structures, including, but not limited to, definition, cause/effect, comparison/contrast, character analysis, and writing for exams. Works of literature and other prompts may be used for paper topics. The focus of the course is on improving, expanding, and understanding writing as a process in preparation for college. *This course fulfills one semester of the State of Illinois' "writing intensive" requirement.*

## ENGLISH

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|--|-----------------|----------------------------------|-------------------|
| <b>CREATIVE WRITING I</b><br><i>Meets NCAA eligibility requirements</i><br><i>Prerequisite: None</i> | <b>1 CREDIT</b> | <b>GRADES: 9 - 10 or 11 - 12</b> | <b>1 SEMESTER</b> |
|--|-----------------|----------------------------------|-------------------|

Creative Writing I is an elective course designed for students who specifically enjoy creative writing and want to learn more about the intricacies of this art, including an exploration of different genres. The course will involve a close examination of one's grasp of detail and form, through the completion of required writing exercises, and the composition of one's own writing portfolio. Submission of at least one piece of writing to *Kaleidoscope*, MCHS' literary magazine is a requirement for this course. *This course fulfills one semester of the State of Illinois' "writing intensive" requirement.*

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|---|-----------------|----------------------------------|-------------------|
| <b>CREATIVE WRITING II</b><br><i>Meets NCAA eligibility requirements</i><br><i>Prerequisite: Successful completion of Creative Writing I.</i> | <b>1 CREDIT</b> | <b>GRADES: 9 - 10 or 11 - 12</b> | <b>1 SEMESTER</b> |
|---|-----------------|----------------------------------|-------------------|

Creative Writing II is a one-semester, elective course offered to students who wish to further writing skills developed in Creative Writing I. The course will focus on expanding the students' Creative Writing I portfolios, mastering advanced writing techniques and vocabulary, and submitting various pieces of original writing for publication. Creative Writing II will be divided into several curricular units during which students will write, revise, and submit writing. *This course fulfills one semester of the State of Illinois' "writing intensive" requirement.*

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|---|-----------------|------------------------|-------------------|
| <b>DEBATE</b><br><i>Prerequisite: Successful completion of level I English, level II English, and Speech Communications or Honors Speech Communication.</i> | <b>1 CREDIT</b> | <b>GRADES: 11 - 12</b> | <b>1 SEMESTER</b> |
|---|-----------------|------------------------|-------------------|

Debate will give students formal debate experience. Students will examine and utilize the process of argumentation, determine and evaluate resolutions, develop a research strategy, and participate in standard cross-examination and Lincoln-Douglas debates. Students will also discuss current controversial issues and events.

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|---|-----------------|----------------------------------|-------------------|
| <b>DRAMATIC ARTS</b><br><i>Prerequisite: None</i> | <b>1 CREDIT</b> | <b>GRADES: 9 - 10 or 11 - 12</b> | <b>1 SEMESTER</b> |
|---|-----------------|----------------------------------|-------------------|

Dramatic Arts examines every component of staging a dramatic production, other than acting. This project-based class will find students participating in projects focusing on major eras of theater history. These projects will include a basic introduction to performance and staging a theatrical production. In addition, students will design costumes, sound, makeup, lighting, props, and publicity, after gaining skills through hands-on activities. (Due to the nature of this course, students will be expected to provide a variety of materials for the completion of class projects.)

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|---|------------------|-----------------|---------------|
| <b>ENGLISH I</b><br><i>Meets NCAA eligibility requirements</i><br><i>Prerequisite: None</i> | <b>2 CREDITS</b> | <b>GRADE: 9</b> | <b>1 YEAR</b> |
|---|------------------|-----------------|---------------|

English I focuses on the development of reading, writing, listening, and speaking skills. Selections may include, but are not limited to, the following: *Of Mice and Men*, *Romeo and Juliet*, *A Raisin in the Sun*, *Night*. and selections from the textbook, *Elements of Literature (Third Course)*. Spelling, vocabulary, and grammar are included throughout the year. Additionally, independent reading is encouraged.

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| <b>ENGLISH I Applied</b><br><i>Prerequisite: Test scores and teacher recommendation.</i> | <b>2 CREDITS</b> | <b>GRADE: 9</b> | <b>1 YEAR</b> |
|--|------------------|-----------------|---------------|

Throughout the year, students will work to improve their grammar and writing skills, vocabulary, reading comprehension, and fluency. Selections will include, but are not limited to, *Romeo and Juliet*, *The Odyssey*, and various short stories from the textbook. Independent reading will be required each quarter.

## ENGLISH

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| <b>ENGLISH I HONORS</b> <i>weighted course</i><br><i>Meets NCAA eligibility requirements</i><br><i>Prerequisite: Application and acceptance into the English Honors program.</i> | <b>2 CREDITS</b> | <b>GRADE: 9</b> | <b>1 YEAR</b> |
|--|------------------|-----------------|---------------|

English I Honors addresses the four language arts skills of reading, writing, listening, and speaking, but emphasizes reading and writing. Selections may include, but are not limited to, the following: *Of Mice and Men*, *Frankenstein*, *Animal Farm*, *Great Expectations*, *To Kill a Mockingbird*, *Romeo and Juliet*, and *A Raisin in the Sun*, and selections from the textbook, *Elements of Literature (Third Course)*. In addition, students will complete an independent reading project each semester. Vocabulary will be developed through reading. There may be an additional expense for summer reading materials.

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|---|------------------|------------------|---------------|
| <b>ENGLISH II</b><br><i>Meets NCAA eligibility requirements</i><br><i>Prerequisite: Successful completion of level I English.</i> | <b>2 CREDITS</b> | <b>GRADE: 10</b> | <b>1 YEAR</b> |
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English II will focus on building students' reading and writing skills through the use of different genres of literature and for a variety of purposes. *This course fulfills one year of the State of Illinois' "writing intensive" requirement.*

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|--|------------------|------------------|---------------|
| <b>ENGLISH II Applied</b><br><i>Prerequisite: Successful completion of level I English, test scores, and teacher recommendation.</i> | <b>2 CREDITS</b> | <b>GRADE: 10</b> | <b>1 YEAR</b> |
|--|------------------|------------------|---------------|

English II Applied will focus on building students' reading and writing skills through the use of different genres of literature and for a variety of purposes. *This course is designed to meet the needs of students who require additional literacy support and fulfills one year of the State of Illinois' "writing intensive" requirement.*

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|--|------------------|------------------|---------------|
| <b>ENGLISH II HONORS</b> <i>weighted course</i><br><i>Meets NCAA eligibility requirements</i><br><i>Prerequisite: Successful completion of level I English and teacher's recommendation, minimum of "C" in previous semester of Honors English, or application/acceptance into the English Honors program.</i> | <b>2 CREDITS</b> | <b>GRADE: 10</b> | <b>1 YEAR</b> |
|--|------------------|------------------|---------------|

English II Honors assists students in developing a variety of skills that will benefit them in all upper-level English courses. This writing-intensive class focuses on the following: AP writing and analysis, reading (*Oedipus Rex*, *All Quiet on the Western Front*, *Lord of the Flies*, *The Odyssey*, *Native Son*, and other selected readings), vocabulary, critical thinking, problem solving, discussion, and technology. Students will also engage in the following, specific writing formats: exposition, literary analysis, and research. All writing will have AP focus. There may be an additional expense for summer reading materials. *This course fulfills one year of the State of Illinois' "writing intensive" requirement.*

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|---|------------------|------------------|---------------|
| <b>ENGLISH III</b><br><i>Meets NCAA eligibility requirements</i><br><i>Prerequisite: Successful completion of level II English.</i> | <b>2 CREDITS</b> | <b>GRADE: 11</b> | <b>1 YEAR</b> |
|---|------------------|------------------|---------------|

In English III, the literature selections aid understanding and appreciation of the development of American literature through the study of American writings from the 1600s to the present. In addition to the literature covered, mechanical and rhetorical skills will be reviewed. Students will also be introduced to the steps in the writing of a research paper. Completion of a research-based, literary-analysis paper is a requirement for the course. In addition to selections from *Elements of Literature (Fifth Course)*, students may read: *The Crucible*, *Grapes of Wrath*, *The Great Gatsby*, and *The Catcher in the Rye*. State test preparation will be a component of the course throughout the year. *This course fulfills one year of the State of Illinois' "writing intensive" requirement.*

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|--|------------------|------------------|---------------|
| <b>ENGLISH III Applied</b><br><i>Prerequisite: Successful completion of level II English, test scores, and teacher recommendation.</i> | <b>2 CREDITS</b> | <b>GRADE: 11</b> | <b>1 YEAR</b> |
|--|------------------|------------------|---------------|

In English III Applied, writing reinforces fundamental mechanics and the basic skills of composition. Literature selections offer a broad, basic understanding of literature through the presentation of various authors, themes, and styles. Further, each student is offered the opportunity to gain an appreciation and awareness of the values of good literature. Selections include literature from the English III reading list, as well as selections from the textbook, *Literature and Language: American Literature; The Crucible; The Man Who Was Poe; and The Scarlet Letter*. Test preparation for PARCC, ACT, and SAT will be a component of the course throughout the year. Independent reading will be required each quarter. *This course fulfills one year of the State of Illinois' "writing intensive" requirement.*

## ENGLISH

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|-------------------|------------------|------------------|---------------|
| <b>ENGLISH IV</b> | <b>2 CREDITS</b> | <b>GRADE: 12</b> | <b>1 YEAR</b> |
|-------------------|------------------|------------------|---------------|

*Meets NCAA eligibility requirements*

*Prerequisite: Successful completion of level III English.*

Students study the history of English literature and language, from the beginning to the present, with emphasis on the important authors of the language. Works are selected from the following: *Beowulf*, *Canterbury Tales*, *Hamlet*, *Macbeth*, *Gulliver's Travels*, Romantic poetry, *Brave New World*, and selections from *Elements of Literature (Sixth Course)*. Special vocabulary and theme writing are addressed through teacher-directed assignments. The course also involves a detailed study of the elements of the research paper and techniques of research. The course will culminate in the required writing of a research paper (argumentation). The paper must meet the specifications as prescribed by the instructor before credit will be given.

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|---------------------------|------------------|------------------|---------------|
| <b>ENGLISH IV Applied</b> | <b>2 CREDITS</b> | <b>GRADE: 12</b> | <b>1 YEAR</b> |
|---------------------------|------------------|------------------|---------------|

*Prerequisite: Successful completion of level III English, test scores, and teacher recommendation.*

English IV Applied reinforces the fundamental skills of reading and writing as students strive to improve their writing skills. Reading comprehension is a major focus of the course. Throughout the year, students will read selected British short stories from the textbook, *Literature and Language: English and World Literature*, as well as *Gulliver's Travels*, *Hamlet* (or *Macbeth*), *Frankenstein*, *Beowulf*, and excerpts from *The Canterbury Tales*. Independent reading will be required each quarter.

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|-------------------------------------|-----------------|---------------------------------|-------------------|
| <b>GREEK MYTHOLOGY AND FOLKLORE</b> | <b>1 CREDIT</b> | <b>GRADES: 9 -10 or 11 - 12</b> | <b>1 SEMESTER</b> |
|-------------------------------------|-----------------|---------------------------------|-------------------|

*Meets NCAA eligibility requirements*

*Prerequisite: None*

Greek Mythology and Folklore is a class that enables students to explore some of the fundamental thematic and literary elements in classical literature that are still alluded to in contemporary society (literature, politics, the entertainment industry, etc.). Students will learn about ancient Greek culture and literature and will make practical connections to their lives and the world in which they live. Expository and narrative writing and hands-on projects will be stressed. Students will also use the Internet to acquire knowledge about the ancient Greeks and related topics.

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|---|-----------------|------------------------------|-------------------|
| <b>HONORS SPEECH COMMUNICATION</b> <i>weighted course</i> | <b>1 CREDIT</b> | <b>GRADES: 10 or 11 - 12</b> | <b>1 SEMESTER</b> |
|---|-----------------|------------------------------|-------------------|

*Meets NCAA eligibility requirements*

*Prerequisite: Successful completion of English I and concurrently enrolled in Honors English or successful audition.*

Honors Speech Communication assists students in developing a variety of communication skills that will benefit them in upper-level English courses. This course provides intensive instruction and practice in argumentation and debate through a variety of oral presentations including oratorical declamation, persuasive speaking, extemporaneous speaking, and cross-examination style debate. Media literacy and broadcasting skills will also be practiced. Topics in Interpersonal communication such as self disclosure, listening, nonverbal communication, leadership and intercultural communication are also included. College-level research and organizational skills will be developed.

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|---------------------|------------------|----------------------------------|---------------|
| <b>JOURNALISM I</b> | <b>2 CREDITS</b> | <b>GRADES: 9 - 10 or 11 - 12</b> | <b>1 YEAR</b> |
|---------------------|------------------|----------------------------------|---------------|

*Prerequisite: None*

In Journalism I, students will focus on learning, developing, and practicing skills necessary for journalistic writing. Areas that will be covered are: history of journalism, publication terminology, reporting, interviewing, news writing, feature writing, sports writing, headline writing, and photo journalism. Students may have the opportunity to submit articles for publication in the *Peace Pipe Chatter*. *This course fulfills two semesters of the State of Illinois' "writing intensive" requirement. This course fulfills one semester of the "computer application" graduation requirement.*



## ENGLISH

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|                      |                  |                              |               |
|----------------------|------------------|------------------------------|---------------|
| <b>JOURNALISM II</b> | <b>2 CREDITS</b> | <b>GRADES: 10 or 11 - 12</b> | <b>1 YEAR</b> |
|----------------------|------------------|------------------------------|---------------|

*Prerequisite: Successful completion of Journalism I, (minimum "C" average recommended).*

Journalism II students will continue practicing the skills learned in Journalism I. In addition, they will study press law and ethics, investigative reporting, editorial writing, editing, and layout design using Adobe InDesign. Students will be responsible for producing the student newspaper. *This course fulfills two semesters of the State of Illinois' "writing intensive" requirement. This course fulfills one semester of the "computer application" graduation requirement.*

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|                       |                  |                        |               |
|-----------------------|------------------|------------------------|---------------|
| <b>JOURNALISM III</b> | <b>2 CREDITS</b> | <b>GRADES: 11 - 12</b> | <b>1 YEAR</b> |
|-----------------------|------------------|------------------------|---------------|

*Prerequisite: Successful completion of all previous levels of Journalism, (minimum "C" average recommended).*

Third-year journalism students will continue refining the skills studied in Journalism I and II. Additional skills that will be developed are advanced editing, advanced layout, newspaper design, and graphics. Students will apply their learning to the production of a quality newspaper. *This course fulfills one semester of the "computer application" graduation requirement.*

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|                      |                  |                  |               |
|----------------------|------------------|------------------|---------------|
| <b>JOURNALISM IV</b> | <b>2 CREDITS</b> | <b>GRADE: 12</b> | <b>1 YEAR</b> |
|----------------------|------------------|------------------|---------------|

*Prerequisite: Successful completion of all previous levels of Journalism, (minimum "C" average recommended).*

Fourth-year journalism students will continue refining the skills studied in Journalism I and II. Additional skills that will be developed are advanced editing, advanced layout, newspaper design, and graphics. Students will apply their learning to the production of a quality newspaper. *This course fulfills one semester of the "computer application" graduation requirement.*

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|--------------------------|-----------------|--------------------------------|-------------------|
| <b>MYTH AND THE MIND</b> | <b>1 CREDIT</b> | <b>GRADES: 9 -10 or 11 -12</b> | <b>1 SEMESTER</b> |
|--------------------------|-----------------|--------------------------------|-------------------|

*Meets NCAA eligibility requirements*

*Prerequisite: None*

Myth and the Mind is a one-semester, elective course designed for students interested in learning about myths, folklore and legends from various countries and regions of the world. The course provides students with multicultural perspectives that can be applied to other areas of literature and writing. Students will study myths of Africa, the Middle East, Europe, The Americas, and The Far East, as well as related film, music, and artwork. The course includes reading, writing assignments, oral interpretations, poetry, music, and other activities.

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|---------------|-----------------|------------------------|-------------------|
| <b>POETRY</b> | <b>1 CREDIT</b> | <b>GRADES: 11 - 12</b> | <b>1 SEMESTER</b> |
|---------------|-----------------|------------------------|-------------------|

*Prerequisite: None*

An English elective, Poetry will give students a unique learning experience, allowing them to study and create text within a specific genre of English. Poetry will incorporate a multicultural analysis of poetry and poets, ranging from the Medieval to Post Modern eras, with directed writing opportunities allowing students to utilize skills through creating self-texts. The course will also broaden students' knowledge of past and present poetic devices and writing techniques, thus expanding their abilities to comprehend not only what the poet/author writes but also how the poet/author conveys a message through writing. Students are strongly encouraged to take at least one Creative Writing course in preparation for this course.

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|                           |                  |                                  |               |
|---------------------------|------------------|----------------------------------|---------------|
| <b>READ 180-I Stage B</b> | <b>2 CREDITS</b> | <b>GRADES: 9 - 10 or 11 - 12</b> | <b>1 YEAR</b> |
|---------------------------|------------------|----------------------------------|---------------|

*Prerequisite: Test scores and teacher recommendation.*

*Read 180* is an intensive reading intervention program proven to meet the needs of students whose reading achievement is below the proficient level. The program directly addresses individual needs through adaptive and instructional software, high-interest literature, and direct instruction in reading, writing, and vocabulary skills. Students will use the Stage B rBook and Stage B *Read 180* software. Student promotion is dependent on individual growth of skills.

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|                           |                  |                                  |               |
|---------------------------|------------------|----------------------------------|---------------|
| <b>READ 180-I Stage C</b> | <b>2 CREDITS</b> | <b>GRADES: 9 - 10 or 11 - 12</b> | <b>1 YEAR</b> |
|---------------------------|------------------|----------------------------------|---------------|

*Prerequisite: Test scores and teacher recommendation.*

*Read 180* is an intensive reading intervention program proven to meet the needs of students whose reading achievement is below the proficient level. The program directly addresses individual needs through adaptive and instructional software, high-interest literature, and direct instruction in reading, writing, and vocabulary skills. Students will use the Stage C rBook and Stage C *Read 180* software. Student promotion is dependent on individual growth of skills.

## ENGLISH

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|                    |                  |                                  |               |
|--------------------|------------------|----------------------------------|---------------|
| <b>READ 180-II</b> | <b>2 CREDITS</b> | <b>GRADES: 9 - 10 or 11 - 12</b> | <b>1 YEAR</b> |
|--------------------|------------------|----------------------------------|---------------|

*Prerequisite: Test scores and teacher recommendation.*

Read 180-II is an intensive reading intervention program proven to meet the needs of students whose reading achievement is below the proficient level. The program directly addresses individual needs through adaptive and instructional software, high-interest literature, and direct instruction in reading, writing, and vocabulary skills. Students will use Scholastic *rBook Flex* materials and *Read 180* software.

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|                             |                 |                              |                   |
|-----------------------------|-----------------|------------------------------|-------------------|
| <b>SPEECH COMMUNICATION</b> | <b>1 CREDIT</b> | <b>GRADES: 10 or 11 - 12</b> | <b>1 SEMESTER</b> |
|-----------------------------|-----------------|------------------------------|-------------------|

*Meets NCAA eligibility requirements*

*Prerequisite: Successful completion of level I English.*

Speech Communication is a required course which will enable students to improve their communication skills, thus allowing them to gain confidence in their ability to speak meaningfully and easily in various situations. A variety of verbal presentations, such as informative, persuasive, demonstrative, impromptu, special occasion speeches, and oral reports, will be required. The course will include attention to organization and researching skills, as well as critical analysis of one's speaking skills.

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|--------------------------|------------------|----------------------------------|---------------|
| <b>SPORTS LITERATURE</b> | <b>2 CREDITS</b> | <b>GRADES: 9 - 10 or 11 - 12</b> | <b>1 YEAR</b> |
|--------------------------|------------------|----------------------------------|---------------|

*Prerequisite: None*

Sports Literature will include reading selections revolving around contemporary and historical sports-related events and athletes. The class will study different literary and writing techniques used in various forms of sports literature. It will involve reading newspaper and magazine articles, autobiographies, and various stories having sports-related themes. The class will incorporate interviewing techniques, individual research/study of sports-related stories, daily blogs, and sports-related podcasts.

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|                               |                  |                                  |               |
|-------------------------------|------------------|----------------------------------|---------------|
| <b>YEARBOOK PUBLICATION I</b> | <b>2 CREDITS</b> | <b>GRADES: 9 - 10 or 11 - 12</b> | <b>1 YEAR</b> |
|-------------------------------|------------------|----------------------------------|---------------|

This is an elective English course designed to provide students with an opportunity to learn the basic skills of journalism. Copy writing, proofreading, photo journalism, layout design, photo selection and cropping, graphic design, and copy fitting will be practiced through the creation of the school's yearbook. Grades in this course will be based upon the demonstration of basic skills, preparation of meaningful and creative copy, creation and completion of original designs, mastery of computerized word processing, and thorough completion of all assigned work by designated deadlines. *This course fulfills two semesters of the State of Illinois' "writing intensive" requirement. This course fulfills one semester of the "computer application" graduation requirement.*

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|                                |                  |                              |               |
|--------------------------------|------------------|------------------------------|---------------|
| <b>YEARBOOK PUBLICATION II</b> | <b>2 CREDITS</b> | <b>GRADES: 10 or 11 - 12</b> | <b>1 YEAR</b> |
|--------------------------------|------------------|------------------------------|---------------|

*Prerequisite: Successful completion of Yearbook Publication I, (minimum "C" average recommended).*

Students will expand on the skills learned in Yearbook Publication I by learning and practicing advanced desktop publishing techniques in Adobe InDesign. The mastery of these advanced skills will be demonstrated through the creation of pages in the school's yearbook. *This course fulfills two semesters of the State of Illinois' "writing intensive" requirement. This course fulfills one semester of the "computer application" graduation requirement.*

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|  |                       |                        |                     |
|--|-----------------------|------------------------|---------------------|
| <b>YEARBOOK PUBLICATION III AND IV</b> | <b>2 or 4 CREDITS</b> | <b>GRADES: 11 - 12</b> | <b>1 or 2 YEARS</b> |
|--|-----------------------|------------------------|---------------------|

*Prerequisite: Successful completion of all previous levels of Yearbook Publication, (minimum "C" average recommended).*

Students will expand their Yearbook Publication I and II skills by learning and practicing the advanced editing and decision-making skills needed to serve as section editors, assistant editors, and senior editors for the school's yearbook. *This course fulfills one semester of the "computer application" graduation requirement.*

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|                               |                 |                        |                   |
|-------------------------------|-----------------|------------------------|-------------------|
| <b>YOUNG ADULT LITERATURE</b> | <b>1 CREDIT</b> | <b>GRADES: 11 - 12</b> | <b>1 SEMESTER</b> |
|-------------------------------|-----------------|------------------------|-------------------|

*Meets NCAA eligibility requirements*

*Prerequisite: Successful completion of level I English and level II English.*

Students will read from a selection of theme-based, young adult literature. Themes will deal with contemporary issues facing today's teens. These issues may include alcohol and drug abuse, societal pressures, and personal problems.



**ENGLISH**  
**ENGLISH AS A SECOND LANGUAGE COURSES (ESL)**

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|            |                  |                       |                            |
|------------|------------------|-----------------------|----------------------------|
| <b>ESL</b> | <b>2 CREDITS</b> | <b>GRADES: 9 - 12</b> | <b>1 YEAR (repeatable)</b> |
|------------|------------------|-----------------------|----------------------------|

*Prerequisite: W-APT and/or ACCESS Level*

This is an English language course designed to prepare students for reading, writing, speaking, listening, and critical thinking skills necessary for academic coursework and lifelong success. This course prepares students to use English with increasing accuracy in classroom and social situations and to participate in society as informed students. Course may be repeated for credit.

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|                     |                   |                       |                            |
|---------------------|-------------------|-----------------------|----------------------------|
| <b>ESL RESOURCE</b> | <b>1/2 CREDIT</b> | <b>GRADES: 9 - 12</b> | <b>1 YEAR (repeatable)</b> |
|---------------------|-------------------|-----------------------|----------------------------|

*Prerequisite: W-APT and/or ACCESS Level*

This is an English language resource designed to assist students with their coursework in an environment conducive to their individual needs as ESL students. Course may be repeated for credit.

**ENGLISH**  
**JOLIET JUNIOR COLLEGE ENGLISH COURSES**

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**JJC ENGLISH 101 RHETORIC DC**

**1 H. S. CREDIT  
3 COLLEGE CREDITS**

**GRADE: 12**

**1 SEMESTER**

***Meets NCAA eligibility requirements***

***Prerequisite:*** Completed JJC application online through [www.JJC.edu](http://www.JJC.edu). Completed Accuplacer Writeplacer test (for Writing) and the Accuplacer Reading test (for Reading) at JJC with a score in Writing of 7-8 and in Reading of 80-120 or a Revised SAT score of 500 or higher in Evidence-Based Reading and Writing. Student has earned a minimum grade of “C” in all previous JJC classes.

This course is designed to teach writing skills necessary for success in college. It is required for students intending to continue in a college baccalaureate program. Special emphasis is placed upon summary writing, exposition, and argumentation. Students will read and evaluate various forms of writing, as designated by the Joliet Junior College curriculum. Students are required to complete critical analyses, research pieces, and position papers. Space in this course is limited and will be contingent on timely completion of prerequisites. Registration priority will be determined by the completion date of the prerequisite test. Prerequisite test results must be brought to your counselor no later than February 23, 2017. ***Senior students will be provided the opportunity to receive College Credit through Joliet Junior College, in addition to high school credit. In the recent past, there has been no JJC tuition cost to students via a JJC waiver. If the waiver is not granted, students will be responsible for payment of JJC tuition and fees. Disclaimer - Dual Credit is subject to change based upon revisions made from Joliet Junior College. Minooka Community High School has no control over this entity. Each student is advised to check with the individual college/university s/he is interested in attending to verify if this JJC course will be accepted as a required or elective credit.***

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**JJC ENGLISH 102 RHETORIC DC**

**1 H. S. CREDIT  
3 COLLEGE CREDITS**

**GRADE: 12**

**1 SEMESTER**

***Meets NCAA eligibility requirements***

***Prerequisite:*** Student has earned a minimum score of 3 on the Advanced Placement Language and Composition exam or a minimum grade of “C” in English 101.

This course provides continued training and practice in composition. It employs examples of literary genres to help students develop their college-level writing competencies. Special emphasis is placed upon evaluating literary periods and their respective themes and styles through critical analysis and research. A 2500+-word research paper is required. Space in this course is limited and will be contingent on timely completion of prerequisites. ***Senior students will be provided the opportunity to receive College Credit through Joliet Junior College, in addition to high school credit. In the recent past, there has been no JJC tuition cost to students via a JJC waiver. If the waiver is not granted, students will be responsible for payment of JJC tuition and fees. Disclaimer - Dual Credit is subject to change based upon revisions made from Joliet Junior College. Minooka Community High School has no control over this entity. Each student is advised to check with the individual college/university s/he is interested in attending to verify if this JJC course will be accepted as a required or elective credit.***

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**JJC SPCH 101 PRINCIPLES OF SPEECH COMMUNICATION DC**

**1 H. S. CREDIT  
3 COLLEGE CREDITS**

**GRADES: 11 - 12**

**1 SEMESTER**

***Meets NCAA eligibility requirements***

***Prerequisite:*** Completed JJC application online through [www.JJC.edu](http://www.JJC.edu). Completed Accuplacer Writeplacer test (for Writing) and the Accuplacer Reading test (for Reading) at JJC with a score in Writing of 7-8 and in Reading of 80-120 or a Revised SAT score of 500 or higher in Evidence-Based Reading and Writing. Student has earned a minimum grade of “C” in all previous JJC classes. Successful completion of one semester of MCHS’ Speech Communication or Honors Speech Communication. Registration priority will be determined by the date of a completed JJC application on file. Student has earned a minimum grade of “C” in all previous JJC classes.

This course is a college-level speech communication class. The fundamentals of oral communication principles and skills will be utilized. The course includes study and practice in public speaking and group discussion, preparation and organization, and delivery techniques. Space in this course is limited and will be contingent on timely completion of prerequisites. Prerequisite test results must be brought to your counselor no later than February 23, 2017. ***Junior and Senior students will be provided the opportunity to receive College Credit through Joliet Junior College, in addition to high school credit. In the recent past, there has been no JJC tuition cost to students via a JJC waiver. If the waiver is not granted, students will be responsible for payment of JJC tuition and fees. Disclaimer - Dual Credit is subject to change based upon revisions made from Joliet Junior College. Minooka Community High School has no control over this entity. Each student is advised to check with the individual college/university s/he is interested in attending to verify if this JJC course will be accepted as a required or elective credit.***

# MATHEMATICS COURSE SEQUENCE AND DESCRIPTIONS

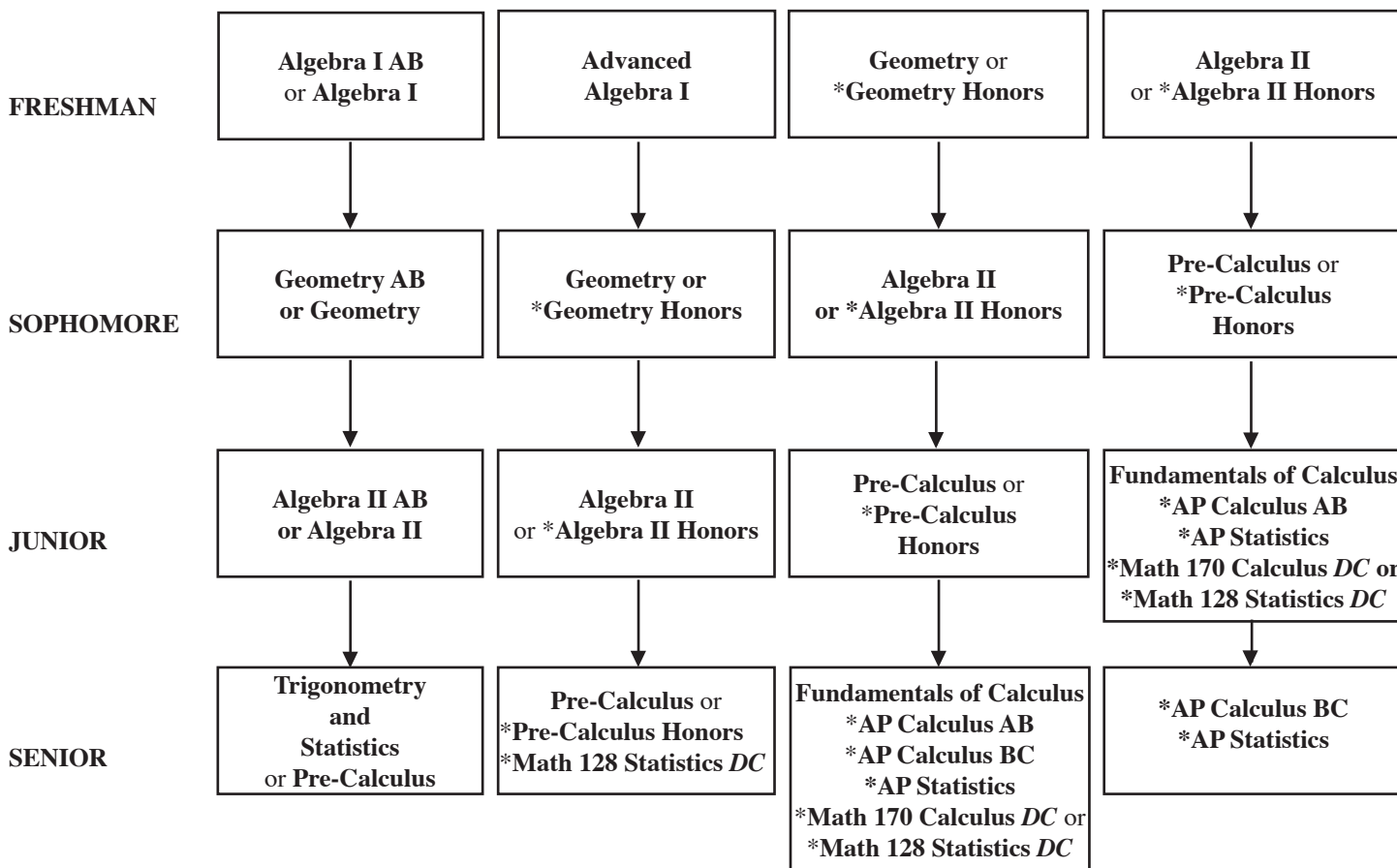
## INTRODUCTION

The Minooka Community High School Mathematics Department offers a variety of courses at different levels to satisfy the needs of all students at Minooka Community High School. We offer courses to prepare students for college, junior college, vocational, and technical schools. In addition, the Mathematics Department offers students the opportunity to earn high school and college credit in Calculus and Statistics.

## COURSE OFFERINGS

- |   |   |
|---|---|
| <p><b>Advanced Algebra I</b><br/>                 * <b>Advanced Placement Calculus AB</b><br/>                 * <b>Advanced Placement Calculus BC</b><br/>                 * <b>Advanced Placement Statistics</b><br/> <b>Algebra I AB - Double Blocked</b><br/> <b>Algebra II AB - Double Blocked</b><br/> <b>Algebra I &amp; II</b><br/>                 * <b>Algebra II Honors</b><br/> <b>Fundamentals of Calculus</b></p> | <p><b>Geometry</b><br/> <b>Geometry AB - Double Blocked</b><br/>                 * <b>Geometry Honors</b><br/> <b>Introduction to Statistics (2nd semester)</b><br/> <b>Pre-Calculus</b><br/>                 * <b>Pre-Calculus Honors</b><br/>                 * <b>Math 128 Elementary Statistics (JJC) DC</b><br/>                 * <b>Math 170 Calculus I (JJC) DC</b><br/> <b>Trigonometry (1st semester)</b></p> |
|---|---|

## SUGGESTED MATHEMATICS COURSE SEQUENCES



\* = weighted class

\* = must maintain a "C" for 2nd semester to continue with the honors program

**DC** = Dual Credit

**Bold** = meets NCAA eligibility requirements

## MATHEMATICS

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**ADVANCED ALGEBRA I** **2 CREDITS** **GRADE: 9** **1 YEAR**

*Meets NCAA eligibility requirements*

*Prerequisite: Teacher recommendation and placement test required.*

*Placement Testing: January 20, January 27 or January 28, 2017*

*Note: Students who earn an "A" or "B" in this class along with a teacher recommendation can test into Honors Geometry as a sophomore.*

**Required: TI-84**

Advanced Algebra I includes solving equations of various degrees, simplifying polynomials, factoring, solving systems of equations, and graphing linear and quadratic functions. The course also includes various types of word problems. Expansion of some topics for enrichment purposes is included. Students will be required to complete a summer assignment.

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**ADVANCED PLACEMENT CALCULUS AB** *weighted course* **2 CREDITS** **GRADES: 11 - 12** **1 YEAR**

*Meets NCAA eligibility requirements*

*Prerequisite: Pre-Calculus Honors with a "C" or above and teacher recommendation.*

**Required: TI-84**

The first semester includes a solid calculus program that will provide an in-depth study of functions in general, limits, as well as differentiations of functions. The second semester will cover integration of functions and the application of the definite integral. Students will integrate transcendental functions and other methods of integration. The student will be required to take the Advanced Placement Examination in May. The current fee for the Advanced Placement exam is \$93.00. Students will be required to complete a summer assignment prior to the start of the class.

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**ADVANCED PLACEMENT CALCULUS BC** *weighted course* **2 CREDITS** **GRADES: 11 - 12** **1 YEAR**

*Meets NCAA eligibility requirements*

*Prerequisite: Pre-Calculus Honors with an "A" average or completion of AP Calculus AB and teacher recommendation.*

**Required: TI-84**

AP Calculus BC is a college level course, which includes topics covered in AP Calculus AB. Additional topics include sequence and series, vectors, polar and parametric functions, all developed within the themes of calculus. This course is equivalent to the traditional college level Calculus I and II. Students will be required to take the Advanced Placement Examination in May. The current fee for the Advanced Placement exam is \$93.00. Students will be required to complete a summer assignment prior to the start of the class.

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**ADVANCED PLACEMENT STATISTICS** *weighted course* **2 CREDITS** **GRADES: 11 - 12** **1 YEAR**

*Meets NCAA eligibility requirements*

*Prerequisite: B or better in Algebra II, or "C" or better average in Pre-calculus/Pre-Calculus Honors.*

**Required: TI-84 or TI-84+**

AP Statistics is an introductory course equivalent to a one-semester college statistics course. The purpose of the course is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. The student will be required to take the Advanced Placement Exam in May. The current fee for the Advanced Placement exam is \$93.00. Students may be required to complete a summer assignment prior to the start of the class.

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**ALGEBRA I** **2 CREDITS** **GRADES: 9 - 10 or 11 - 12** **1 YEAR**

*Meets NCAA eligibility requirements*

**Required: TI-84**

The Algebra I Common Core instructional time will focus on four critical areas. The course will deepen and extend understanding of linear and exponential relationships. It will contrast linear and exponential relationships and engage in methods for analyzing, solving, and using quadratic functions. The focus will also include application of linear models to data that exhibit a linear trend. Students that maintain an "A" average are eligible for enrollment in Geometry Honors by teacher recommendation and placement exam.

## MATHEMATICS

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|  |                  |                                  |               |
|--|------------------|----------------------------------|---------------|
| <b>ALGEBRA I AB - DOUBLE BLOCKED</b>                       | <b>4 CREDITS</b> | <b>GRADES: 9 - 10 or 11 - 12</b> | <b>1 YEAR</b> |
| <i>Meets NCAA eligibility requirements</i>                 |                  |                                  |               |
| <i>Credits: 2 Math credits &amp; 2 Elective credits</i>    |                  |                                  |               |
| <i>Prerequisite: Explore Score/Teacher Recommendation.</i> |                  |                                  |               |
| <b>Required: TI-84</b>                                     |                  |                                  |               |

The Algebra I AB is a double block class that meets everyday. This course will include all four of the Algebra I Common Core instructional units in the description above. The double blocking allows for enrichment and re-teaching for each unit throughout the year. Students that receive an A or better at semester will have the opportunity to return to single block by teacher recommendation only. Placement into this course is by teacher recommendation only.

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|   |                  |                              |               |
|---|------------------|------------------------------|---------------|
| <b>ALGEBRA II</b>   | <b>2 CREDITS</b> | <b>GRADES: 10 or 11 - 12</b> | <b>1 YEAR</b> |
| <i>Meets NCAA eligibility requirements</i>                            |                  |                              |               |
| <i>Prerequisite: Successful completion of Algebra I and Geometry.</i> |                  |                              |               |
| <b>Required: TI-84</b>  |                  |                              |               |

The Algebra II course covers solving and graphing quadratic equations, solving and graphing linear inequalities, functions, solving systems of equations, operations of polynomials and factoring, operations of rational expressions, operations of radical expressions, logarithmic functions, arithmetic/geometric sequence and series, probability and statistics. Algebra II is not normally open to sophomores, however, students who have been involved in accelerated programs and have completed Geometry may elect to take Algebra II as a sophomore.

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|  |                  |                        |               |
|--|------------------|------------------------|---------------|
| <b>ALGEBRA II AB - DOUBLE BLOCKED</b>                          | <b>4 CREDITS</b> | <b>GRADES: 11 - 12</b> | <b>1 YEAR</b> |
| <i>Meets NCAA eligibility requirements</i>                     |                  |                        |               |
| <i>Credits: 2 Math credits &amp; 2 Elective credits</i>        |                  |                        |               |
| <i>Prerequisite: Pre-ACT score and teacher recommendation.</i> |                  |                        |               |
| <b>Required: TI-84</b>   |                  |                        |               |

Algebra II AB is a double blocked algebra II course that meets each day. The class will include all of the topics required for algebra II such as solving and graphing quadratic equations, solving and graphing linear inequalities, functions, solving systems of equations, operations of polynomials and factoring, operations of rational expressions, operations of radical expressions, logarithmic functions, arithmetic/geometric sequence and series, probability and statistics.

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|  |                  |                        |               |
|--|------------------|------------------------|---------------|
| <b>ALGEBRA II AB - DOUBLE BLOCKED (EARLY BIRD)</b>             | <b>4 CREDITS</b> | <b>GRADES: 11 - 12</b> | <b>1 YEAR</b> |
| <i>Meets NCAA eligibility requirements</i>                     |                  |                        |               |
| <i>Credits: 2 Math credits &amp; 2 Elective credits</i>        |                  |                        |               |
| <i>Prerequisite: Pre-ACT score and teacher recommendation.</i> |                  |                        |               |
| <b>Required: TI-84</b>   |                  |                        |               |

Algebra II AB is a double blocked algebra II course that meets each day from 6:45am-7:45am. The class will include all of the topics required for algebra II such as solving and graphing quadratic equations, solving and graphing linear inequalities, functions, solving systems of equations, operations of polynomials and factoring, operations of rational expressions, operations of radical expressions, logarithmic functions, arithmetic/geometric sequence and series, probability and statistics.

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|  |                  |                             |               |
|--|------------------|-----------------------------|---------------|
| <b>ALGEBRA II HONORS <i>weighted course</i></b>  | <b>2 CREDITS</b> | <b>GRADES: 9 - 10 or 11</b> | <b>1 YEAR</b> |
| <i>Meets NCAA eligibility requirements</i>   |                  |                             |               |
| <i>Prerequisite: Geometry or Geometry Honors with a "C" or above, teacher recommendation and placement test.</i> |                  |                             |               |
| <b>Required: TI-84</b>   |                  |                             |               |

The Algebra II Honors class consists of the basic areas covered in the regular Algebra II class, such as solving equations and inequalities, an introduction to trigonometry equations, graphing, and the use of rational and irrational numbers. The honors curriculum also covers logarithms, exponents, conic sections, matrices, probability and statistics. These topics are dealt with in greater depth and detail. Students will be required to complete a summer assignment prior to the start of the class.

## MATHEMATICS

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|                                 |                  |                        |               |
|---------------------------------|------------------|------------------------|---------------|
| <b>FUNDAMENTALS OF CALCULUS</b> | <b>2 CREDITS</b> | <b>GRADES: 11 - 12</b> | <b>1 YEAR</b> |
|---------------------------------|------------------|------------------------|---------------|

*Meets NCAA eligibility requirements*

*Prerequisite: Pre-Calculus/Pre-Calculus Honors and teacher recommendation.*

**Required: TI-84**

This calculus course reviews Pre-Calculus concepts and introduces a study of limits, derivatives, integrals, and functions including trigonometric, exponential, and logarithmic functions.

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|                 |                  |                             |               |
|-----------------|------------------|-----------------------------|---------------|
| <b>GEOMETRY</b> | <b>2 CREDITS</b> | <b>GRADES: 9 - 10 or 11</b> | <b>1 YEAR</b> |
|-----------------|------------------|-----------------------------|---------------|

*Meets NCAA eligibility requirements*

*Prerequisite: Successful completion of Algebra I, ("C" average recommended) or teacher recommendation. If you are an incoming freshman, you must take the Honors placement test and have a teacher recommendation.*

*Placement Testing: January 27 or January 28, 2017*

**Required: TI-84**

The Geometry course interrelates geometric concepts with algebraic skill. The year-long course covers geometric terms, proofs, congruency, construction, similarity, right triangles and trigonometry. It will also include circles, expressing geometric properties with equations, geometric measurement, dimension and modeling. If a student receives a C- or lower in this course they will be placed in Algebra II AB the following year.

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|                                     |                  |                              |               |
|-------------------------------------|------------------|------------------------------|---------------|
| <b>GEOMETRY AB - DOUBLE BLOCKED</b> | <b>4 CREDITS</b> | <b>GRADES: 10 or 11 - 12</b> | <b>1 YEAR</b> |
|-------------------------------------|------------------|------------------------------|---------------|

*Meets NCAA eligibility requirements*

*Credits: 2 Math credits & 2 Elective credits*

*Prerequisite: Successful completion of Algebra I or Algebra I AB and teacher recommendation.*

**Required: TI-84**

The Geometry AB is a double block class that meets everyday. The Geometry AB course includes all of the units listed previously in Geometry. The double block allows for enrichment and re-teaching throughout the year. Course placement from this class will be by teacher recommendation only.

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|   |                  |                       |               |
|---|------------------|-----------------------|---------------|
| <b>GEOMETRY HONORS <i>weighted course</i></b> | <b>2 CREDITS</b> | <b>GRADES: 9 - 10</b> | <b>1 YEAR</b> |
|---|------------------|-----------------------|---------------|

*Meets NCAA eligibility requirements*

*Prerequisite: Successful completion of Advanced Algebra I with a "C" or above or Algebra I with an "A" for second semester and placement test.*

**Required: TI-84**

*Placement Testing: January 20, January 27, or January 28, 2017*

Geometry Honors is an integrated study of the elements of the plane, solid, and coordinate geometry. Beyond the concepts of geometry, Geometry Honors also covers proofs, trigonometric functions, and transformation geometry. There will tend to be less repetition and more challenging exercises. Many exercises will interrelate geometric concepts with algebraic skills. Freshmen who have shown exceptional ability in algebra at the junior high level may be considered for enrollment in this course. Students will be required to complete a summer assignment prior to the start of the class.

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|                                   |                 |                        |                   |
|-----------------------------------|-----------------|------------------------|-------------------|
| <b>INTRODUCTION TO STATISTICS</b> | <b>1 CREDIT</b> | <b>GRADES: 11 - 12</b> | <b>1 SEMESTER</b> |
|-----------------------------------|-----------------|------------------------|-------------------|

*Meets NCAA eligibility requirements*

*Prerequisite: Successful completion of Algebra II with teacher recommendation.*

**Required: TI-84**

This Introduction to Statistics class will be taught 2nd semester after completing the Trigonometry class 1st semester. This class is designed for students who plan to attend college, but do not plan to major in a math or science related field. The students will be introduced to the real-life data driven world. They will be introduced to the concepts and tools for collecting, analyzing and drawing conclusions from data. This course includes study in both descriptive and inferential statistics.

## MATHEMATICS

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|                     |                  |                              |               |
|---------------------|------------------|------------------------------|---------------|
| <b>PRE-CALCULUS</b> | <b>2 CREDITS</b> | <b>GRADES: 10 or 11 - 12</b> | <b>1 YEAR</b> |
|---------------------|------------------|------------------------------|---------------|

*Meets NCAA eligibility requirements*

*Prerequisite: Successful completion of Advanced Algebra II (“C” average recommended) and teacher recommendation.*

**Required: TI-84**

This course is designed to provide the students with a fourth-year math course in preparation for college. **The first semester of this course covers trigonometric** concepts including the unit circle, graphing trig functions, and working with trig identities and formulas. **The second semester of this course covers college algebra** concepts including linear functions, polynomial and rational functions, exponential and logarithmic functions, systems of equations, matrices, and conics. Pre-Calculus Honors or Trigonometry may not be taken after this course.

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|   |                  |                              |               |
|---|------------------|------------------------------|---------------|
| <b>PRE-CALCULUS HONORS</b> <i>weighted course</i> | <b>2 CREDITS</b> | <b>GRADES: 10 or 11 - 12</b> | <b>1 YEAR</b> |
|---|------------------|------------------------------|---------------|

*Meets NCAA eligibility requirements*

*Prerequisite: Successful completion of Honors Advanced Algebra II with a “C” or above and teacher recommendation.*

**Required: TI-84**

This course takes an intensified look at theoretical and applied trigonometry. It also goes into a deeper study of college algebra, which includes the solving of high-degree equations and the approximation of roots as well as a study of sequences and series. The course also introduces analytical geometry and calculus through an introduction to limits. Students will be required to complete a summer assignment prior to the start of class.

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|                     |                 |                        |                   |
|---------------------|-----------------|------------------------|-------------------|
| <b>TRIGONOMETRY</b> | <b>1 CREDIT</b> | <b>GRADES: 11 - 12</b> | <b>1 SEMESTER</b> |
|---------------------|-----------------|------------------------|-------------------|

*Meets NCAA eligibility requirements*

*Prerequisite: Successful completion of Algebra II or Honors Algebra II with teacher recommendation.*

**Required: TI-84**

This trigonometry class will be taught first semester leading into Introduction to Statistics 2nd semester. The class is designed for students who were not recommended or have completed pre-calculus, but would like to take a fourth-year math course in preparation for college. The students will explore the relationship between Algebra and Geometry with practical applications. Right triangle trigonometry is studied in depth, as well as trigonometric graphs and various identities.



## JOLIET JUNIOR COLLEGE MATHEMATICS COURSES

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**MATH 128 ELEMENTARY STATISTICS DC** *weighted course*

**1 H. S. CREDIT**

**GRADES: 11 - 12 1 SEMESTER**

**4 COLLEGE CREDITS**

*Meets NCAA eligibility requirements*

*Prerequisite:* Completed JJC application online through [www.JJC.edu](http://www.JJC.edu). Completed ALEKS math test at JJC with a score of 43 or higher. The current fee for this placement test is \$20.00. If a student receives a 22 on their ACT, they will not require the ALEKS test. Student must have a "C" or better in high school geometry.

**Required: TI-84**

This is a first course in statistics focusing on mathematical reasoning and the solving of real life problems. Included are: frequency distributions, measures of position and variation, basic probability theory, probability distributions and the normal curve, statistical inference, correlation and regression, f-test, and analysis of variance. Both a TI-83 Plus or 84 Plus graphing calculator and statistical software will be used. Accuplacer test results must be brought to your counselor no later than February 23, 2017. **Junior and Senior students will be provided the opportunity to receive College Credit through Joliet Junior College, in addition to high school credit. In the recent past, there has been no JJC tuition cost to students via a JJC waiver. If the waiver is not granted, students will be responsible for payment of JJC tuition and fees. Disclaimer - Dual Credit is subject to change based upon revisions made from Joliet Junior College. Minooka Community High School has no control over this entity. Each student is advised to check with the individual college/university s/he is interested in attending to verify if this JJC course will be accepted as a required or elective credit.**

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**MATH 170 CALCULUS I DC** *weighted course*

**2 H.S. CREDITS**

**GRADES: 11 - 12**

**1 YEAR**

**5 COLLEGE CREDITS**

*Meets NCAA eligibility requirements*

*Prerequisite:* Completed JJC application online through [www.JJC.edu](http://www.JJC.edu). Completed ALEKS math test at JJC with a score of 76 or higher. The current fee for this placement test is \$20.00. Student must have a "C" or better in high school geometry.

**Required: TI-84**

This is the first course in the calculus sequence. It includes an introduction to both the differentiation and the integration of function. Included are several applications of both techniques, such as the determination of area, volumes, and optimization of functions. Also included are considerations of the calculus of transcendental functions, such as trigonometric, exponential, and logarithmic functions. Accuplacer test results must be brought to your counselor no later than February 23, 2017. **Junior and Senior students will be provided the opportunity to receive College Credit through Joliet Junior College, in addition to high school credit. Students will be expected to complete a summer assignment prior to the start of the class. In the recent past, there has been no JJC tuition cost to students via a JJC waiver. If the waiver is not granted, students will be responsible for payment of JJC tuition and fees. Disclaimer - Dual Credit is subject to change based upon revisions made from Joliet Junior College. Minooka Community High School has no control over this entity. Each student is advised to check with the individual college/university s/he is interested in attending to verify if this JJC course will be accepted as a required or elective credit.**



# **MUSIC COURSE SEQUENCE AND DESCRIPTIONS**

## **INTRODUCTION**

The Minooka Community High School Music Department is dedicated to providing each student an opportunity to explore and develop his/her own capabilities through courses that focus on performance, aesthetic awareness, and acquaint themselves with various aspects of music theory/history.

## **COURSE OFFERINGS**

### **Band Courses**

Beginning Band

Concert Band

Percussion I/II

Symphonic Band

\* Wind Ensemble

\* Wind Symphony

(For Band course descriptions please refer to page 59 & 60)

### **Choir Courses**

\* Concert Choir

Mixed Choir

Treble Choir

\* Women's Chorale

(For Choir course descriptions please refer to page 60 & 61)

### **General Music Courses**

Advanced Guitar Ensemble

\*AP Music Theory

Guitar I

Guitar II

Guitar Ensemble

Music Technology & Keyboarding I

Music Technology & Keyboarding II

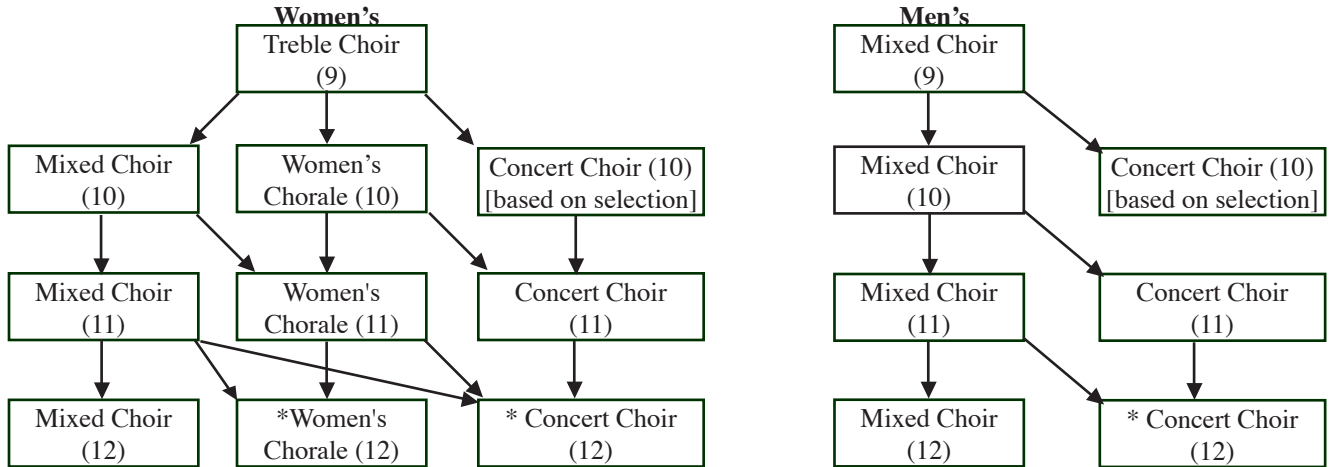
JJC 102 - Explorations of American Music

(For General Music course descriptions please refer to pages 61 & 63)

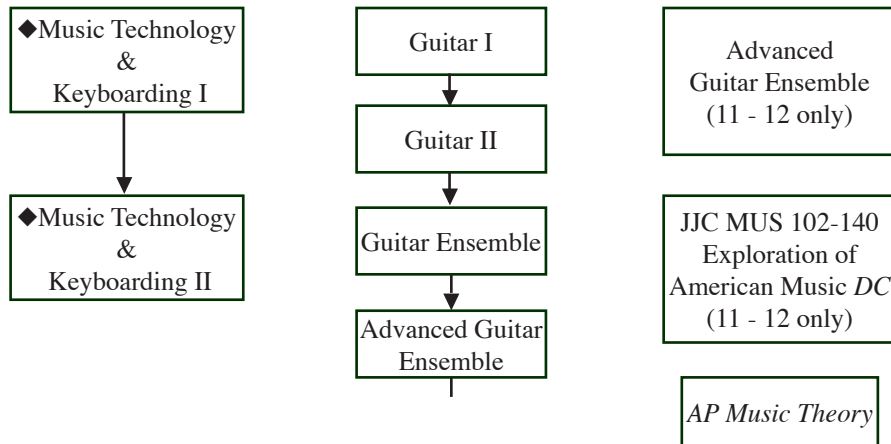
\* Seniors enrolled in this course may apply for honors credit (see description).

**MUSIC COURSE SEQUENCES**

**CHOIR**

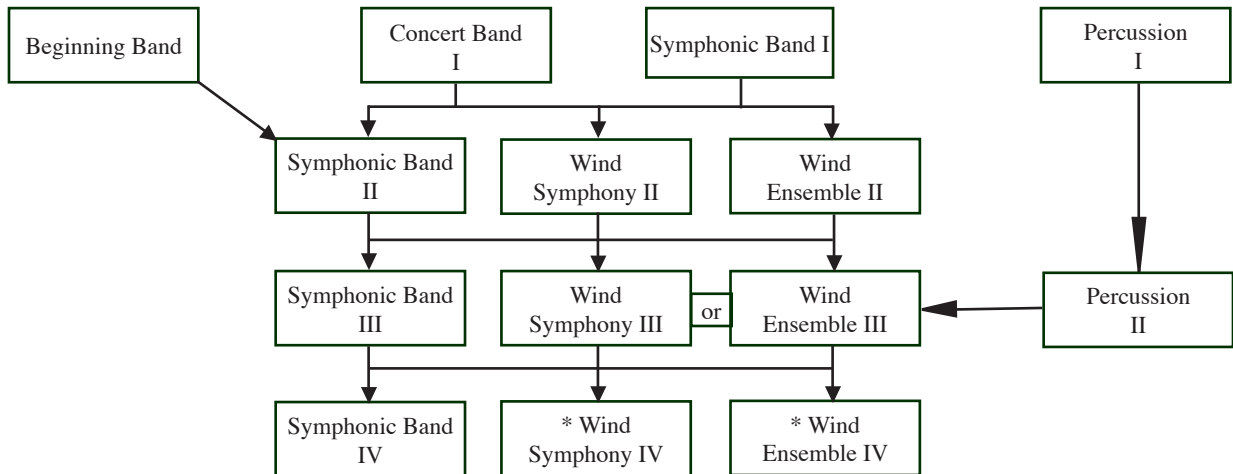


**MUSIC APPLICATIONS / ELECTIVES**



*Italicized:* Two year member of music ensembles or previous music training and instructor approval.

**BAND**



*DC* = Dual Credit for Juniors and Seniors only

◆ = Course designated "Computer Application"

\* = Seniors enrolled in this course may apply for honors credit (see description).

## ***MUSIC*** **BAND**

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|                       |                  |                                  |               |
|-----------------------|------------------|----------------------------------|---------------|
| <b>BEGINNING BAND</b> | <b>2 CREDITS</b> | <b>GRADES: 9 - 10 or 11 - 12</b> | <b>1 YEAR</b> |
|-----------------------|------------------|----------------------------------|---------------|

*This course fulfills the following needs: a) Students with no prior instrumental experience who wish to prepare for enrollment in high school band should select this course. b) Incoming or current band students with limited skills may be required to enroll (recommendation of instructor). c) This course is also open to current band students who desire to learn a secondary instrument. Current band students are also required to be enrolled in a fall semester ensemble class and a spring semester band class.*

Beginning band is designed for students with no or limited experience. On the first day of class students will select a woodwind, brass, or percussion instrument. Percussion includes learning concert snare, timpani, and mallets. Performances are given throughout the year. Upon completion of the course, students will be eligible to enroll in one of the performance oriented instrumental ensembles the following school year (i.e. band and percussion classes). If students do not own their own instruments, rental opportunities will be made available.

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|                     |                  |                 |               |
|---------------------|------------------|-----------------|---------------|
| <b>CONCERT BAND</b> | <b>2 CREDITS</b> | <b>GRADE: 9</b> | <b>1 YEAR</b> |
|---------------------|------------------|-----------------|---------------|

*Prerequisite: Previous junior high band experience or private band instrument training. No audition required. Marching Band is required for all first year band students.*

This ensemble is open to all 9th grade students with previous band experience. Focus is on development of individual and ensemble skills through exposure to high school level band repertoire. Public performances such as concerts, contests, field show competitions, and parades take place each semester.

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|------------------------|----------------------|-----------------------|--------------------|
| <b>PERCUSSION I/II</b> | <b>2 - 4 CREDITS</b> | <b>GRADES: 9 - 10</b> | <b>1 - 2 YEARS</b> |
|------------------------|----------------------|-----------------------|--------------------|

*Prerequisite: Freshman and sophomore percussion students with previous band experience. Marching Band is required for all first year band students.*

This course provides freshman and sophomore percussion students with an opportunity to focus exclusively on percussion studies. Drums, mallets, and auxiliary percussion will all be covered, as well as various performance styles (concert, marching, world, etc). Students will learn the full band repertoire being played by Concert Band and Symphonic Band, as well as working on supplementary percussion material. Focus is on development of individual and ensemble percussions skills. Percussion students will perform with Concert and Symphonic Band on all concerts, contests, parades, and other public performances.

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|                       |                      |                                  |                    |
|-----------------------|----------------------|----------------------------------|--------------------|
| <b>SYMPHONIC BAND</b> | <b>2 - 8 CREDITS</b> | <b>GRADES: 9 - 10 or 11 - 12</b> | <b>1 - 4 YEARS</b> |
|-----------------------|----------------------|----------------------------------|--------------------|

*Prerequisite: Freshman through senior students by audition. Marching Band is required for all first year band students.*

This ensemble is for advanced freshman instrumentalists (by audition) and sophomore through senior instrumentalists with intermediate individual and ensemble skills. Focus is on continued development of individual and ensemble skills through more challenging band repertoire. Public performances such as concerts and contests, take place each semester.

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|                      |                      |                              |                    |
|----------------------|----------------------|------------------------------|--------------------|
| <b>WIND ENSEMBLE</b> | <b>2 - 6 CREDITS</b> | <b>GRADES: 10 or 11 - 12</b> | <b>1 - 3 YEARS</b> |
|----------------------|----------------------|------------------------------|--------------------|

*Prerequisite: Sophomore through senior students by audition.*  
*Senior Honors Credit Prerequisite: Director's approval via application/audition and participation in band/choir as a junior.*

This ensemble is for sophomore through senior instrumentalists with advanced individual and ensemble skills and a willingness to devote considerable outside class time to skill development. Focus is on development of individual and ensemble skills through advanced high school and college level band repertoire. Public performances such as concerts and contests, take place each semester.

**Honors Band/Choir Credit:** Seniors enrolled in this course may elect to take the class for honors credit. (Students must also have participated in band/choir their junior year). This option is intended for students who possess a high level of interest and strong work ethic in their respective ensembles and are looking for increased rigor. Interested students must complete the Honors Music application and audition process and receive approval from the band/choir director. Approved students will complete all normal requirements for the class as well as additional Honors work each quarter. Honors coursework includes participation in IMEA auditions, solo performance at IHSA Solo & Ensemble contest, solo performance in an end-of-year Honors Recital, and various writing and music theory assignments.

**MUSIC**  
**BAND**

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|----------------------|----------------------|----------------------------|--------------------|
| <b>WIND SYMPHONY</b> | <b>2 - 6 CREDITS</b> | <b>GRADES: 10 or 11-12</b> | <b>1 - 3 YEARS</b> |
|----------------------|----------------------|----------------------------|--------------------|

*Prerequisite:* Sophomore through senior students by audition.

*Senior Honors Credit Prerequisite:* Director's approval via application/audition and participation in band/choir as a junior.

This ensemble is for sophomore through senior instrumentalists with above average individual and ensemble skills and a willingness to devote outside class time to skill development. Focus is on development of individual and ensemble skills through intermediate band repertoire. Public performances such as concerts, contests, and parades take place each semester.

**Honors Band/Choir Credit:** Seniors enrolled in this course may elect to take the class for honors credit. (Students must also have participated in band/choir their junior year). This option is intended for students who possess a high level of interest and strong work ethic in their respective ensembles and are looking for increased rigor. Interested students must complete the Honors Music application and audition process and receive approval from the band/choir director. Approved students will complete all normal requirements for the class as well as additional Honors work each quarter. Honors coursework includes participation in IMEA auditions, solo performance at IHSA Solo & Ensemble contest, solo performance in an end-of-year Honors Recital, and various writing and music theory assignments.

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**CHOIR**

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|----------------------|----------------------|---------------------------------|--------------------|
| <b>CONCERT CHOIR</b> | <b>2 - 6 CREDITS</b> | <b>GRADES: 10 (by audition)</b> | <b>1 - 3 YEARS</b> |
|----------------------|----------------------|---------------------------------|--------------------|

**GRADES: 11 - 12 (both)**

*Prerequisite:* For girls: At least one year in Treble choir, Women's Chorale or Mixed Choir and/or audition and selection by choir director. For boys: At least one year in Mixed Choir and/or audition and selection by choral director.

*Senior Honors Credit Prerequisite:* Director's approval via application/audition and participation in band/choir as a junior.

Concert Choir is an upper-level choral group that provides students with the opportunity to improve their vocal skills and expand their knowledge of music through rehearsals, written assignments, and computer technology. Membership is determined by maturity of the student's tone, rehearsal discipline, musical competency, and balancing of voice parts. Special emphasis will be placed on harmonization and musical analysis. Varied 4, 5, and 6 part repertoire, advanced sight reading, and advanced ear training are integrated into the rehearsal experience. Music is selected from all styles and periods. Attendance at all 4 school concerts, Madrigal Dinner, state contests, and conference festivals is required.

**Honors Band/Choir Credit:** Seniors enrolled in this course may elect to take the class for honors credit. (Students must have also have participated in band/choir their junior year). This option is intended for students who possess a high level of interest and strong work ethic in their respective ensembles and are looking for increased rigor. Interested students must complete the Honors Music application and audition process and receive approval from the band/choir director. Approved students will complete all normal requirements for the class as well as additional Honors work each quarter. Honors coursework includes participation in IMEA auditions, solo performance at IHSA Solo & Ensemble Contest, solo performance in an end-of-year Honors Recital, and various writing and music theory assignments.

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|--------------------|----------------------|----------------------------------|--------------------|
| <b>MIXED CHOIR</b> | <b>2 - 8 CREDITS</b> | <b>GRADES: 9 - 10 or 11 - 12</b> | <b>1 - 4 YEARS</b> |
|--------------------|----------------------|----------------------------------|--------------------|

Mixed Choir is a full-year course that provides the initial choral experience for boys and initial or continued choral experience for sophomore through senior girls. This course provides for continued development of voice production and technique, as well as basic music literacy through rehearsals, written assignments and computer technology. Mixed and SAB repertoire, as well as ladies and men's repertoire, is the focus of this course with the choral music being selected from various styles and time periods. Sight reading and basic ear training are also integrated into the rehearsal experience. Attendance at all 4 school concerts, Madrigal Dinner, and state contests is required. This course provides opportunity for students to audition and be placed into Concert Choir or Women's Chorale their junior year.

**MUSIC**  
**CHOIR**

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|---------------------|------------------|-----------------|---------------|
| <b>TREBLE CHOIR</b> | <b>2 CREDITS</b> | <b>GRADE: 9</b> | <b>1 YEAR</b> |
|---------------------|------------------|-----------------|---------------|

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Treble Choir is a full-year course that provides the initial choral experience for any high school girl. This course provides the opportunity to learn the fundamentals of voice production and technique and basic music literacy through rehearsals, written assignments, and computer technology. Varied 2 and 3 part repertoire, sight reading, and basic ear training are integrated into the rehearsal experience. Music is selected from all styles and periods. Attendance at all 4 school concerts, Madrigal Dinner, and state contests is required. This course provides the opportunity for students to be in Mixed Choir or Women's Chorale the following year.

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|------------------------|----------------------|------------------------------|--------------------|
| <b>WOMEN'S CHORALE</b> | <b>2 - 6 CREDITS</b> | <b>GRADES: 10 or 11 - 12</b> | <b>1 - 3 YEARS</b> |
|------------------------|----------------------|------------------------------|--------------------|

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**Prerequisite:** *One year of Treble Choir or Mixed Choir or one year of high school choral experience and audition and selection by choral director.*

**Senior Honors Credit Prerequisite:** *Director's approval via application/audition and participation in band/choir as a junior.*

Women's Chorale is a full-year course that is offered to high school girls who have had at least one year of high school choral experience. This course provides more opportunity for more in-depth study of the fundamentals of voice production and technique, music literacy through rehearsals, written assignments, and computer technology. Varied 3 and 4 part repertoire, advanced sight reading, and advanced ear training are integrated into the rehearsal experience. Music is selected from all styles and periods. Attendance at all 4 school concerts, Madrigal Dinner, and state contests is required. This course provides the opportunity for students to audition and be placed in Concert Choir the following year.

**Honors Band/Choir Credit:** Seniors enrolled in this course may elect to take the class for honors credit. (Students must have also have participated in band/choir their junior year). This option is intended for students who possess a high level of interest and strong work ethic in their respective ensembles and are looking for increased rigor. Interested students must complete the Honors Music application and audition process and receive approval from the band/choir director. Approved students will complete all normal requirements for the class as well as additional Honors work each quarter. Honors coursework includes participation in IMEA auditions, solo performance at IHSA Solo & Ensemble Contest, solo performance in an end-of-year Honors Recital, and various writing and music theory assignments.

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**MUSIC**  
**MUSIC**

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|---------------------------------|----------------------|------------------------|--------------------|
| <b>ADVANCED GUITAR ENSEMBLE</b> | <b>2 - 4 CREDITS</b> | <b>GRADES: 11 - 12</b> | <b>1 - 2 YEARS</b> |
|---------------------------------|----------------------|------------------------|--------------------|

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**Prerequisite:** *Audition for instructor upon completion of Guitar II or successful completion of guitar ensemble.*

The ensemble is for advanced junior and senior students who wish to advance their individual skills and ensemble skills. Students will work with a variety of musical styles including selections from classical literature to contemporary music. Students will be expected to become proficient in solo literature, small ensemble compositions and large ensemble pieces. **Students will be required to participate in an ensemble concert in each semester of attendance.**

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|---|------------------|------------------------|---------------|
| <b>AP MUSIC THEORY <i>weighted course</i></b> | <b>2 CREDITS</b> | <b>GRADES: 11 - 12</b> | <b>1 YEAR</b> |
|---|------------------|------------------------|---------------|

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**Prerequisite:** *Two year member of music ensembles or previous music training and instructor approval.*

AP Music Theory is a course that provides the advanced music student with a thorough introduction to the fundamentals of music. Students who are aspiring in some career in the music field should seriously consider taking this course. Students will learn aspects of melody and harmony, rhythm, notation, scales and tonality, keys and chord structure. The course includes ear training, melodic and rhythmic dictation, and listening to a variety of styles of music. Music compositions and arranging integrated with music technology are also an integral component of the class. The course prepares students to take the required AP Exam in Music Theory in May and students who take college/university placement tests in music. The current fee for the Advanced Placement exam is \$93.00. Students must have successfully completed the first semester of this course in order to take it second semester.

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MUSIC  
MUSIC

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| <b>GUITAR I</b> | <b>1 CREDIT</b> | <b>GRADES: 9 - 10 or 11 - 12</b> | <b>1 SEMESTER</b> |
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This course is designed to teach students the basics of playing guitar. Students will develop basic instrumental skills, including music reading (standard notation), scales, chords, aural exercises, method exercises, rhythm, and tone production. Listening to guitar music and discussion of the guitar's role in music of the past and present are additional components to the class. Ensemble playing will be introduced.

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|------------------|-----------------|----------------------------------|-------------------|
| <b>GUITAR II</b> | <b>1 CREDIT</b> | <b>GRADES: 9 - 10 or 11 - 12</b> | <b>1 SEMESTER</b> |
|------------------|-----------------|----------------------------------|-------------------|

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**Prerequisite:** Audition with Instructor or successful completion of Guitar I, ("C" average recommended).

This course is designed for students who have gained guitar knowledge and proficiency in Guitar I. Students will continue to develop instrumental skills, including music reading (standard notation), scales, chords, aural exercises, tablature notation, method exercises, rhythm, and tone production. Listening to guitar music and discussion of the guitar's role in music of the past and present are additional components to the class. Ensemble playing will be reinforced and implemented.

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|------------------------|----------------------|----------------------------------|--------------------------------|
| <b>GUITAR ENSEMBLE</b> | <b>1 - 2 CREDITS</b> | <b>GRADES: 9 - 10 or 11 - 12</b> | <b>1 SEMESTER (repeatable)</b> |
|------------------------|----------------------|----------------------------------|--------------------------------|

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**Prerequisite:** Successful completion of Guitar Two or by successful audition with instructor.

The Guitar Ensemble is open to students who have successfully completed Guitar One and Guitar Two. Students will study, rehearse, and perform intermediate to advanced guitar solo and ensemble literature with correct technique and expression. **Students will participate in a concert during their semester of attendance.**

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|---|-----------------|----------------------------------|-------------------|
| <b>MUSIC TECHNOLOGY &amp; KEYBOARDING I</b> | <b>1 CREDIT</b> | <b>GRADES: 9 - 10 or 11 - 12</b> | <b>1 SEMESTER</b> |
|---|-----------------|----------------------------------|-------------------|

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This class is for a wide range of students, from those with little to no music/piano experience to students with significant previous music/piano instruction. Students will develop skill in the areas of piano keyboarding, composition, and notation while becoming familiar with the wide range of music technology available to musicians today. A variety of music software and hardware will be explored, including synthesizer keyboards and basic applications of MIDI technology. Information in this class explores how technology enhances a musician's professional growth and can be applied to a potential future music career. ***This course fulfills one semester of the "computer application" graduation requirement.***

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|--|-----------------|----------------------------------|-------------------|
| <b>MUSIC TECHNOLOGY &amp; KEYBOARDING II</b> | <b>1 CREDIT</b> | <b>GRADES: 9 - 10 or 11 - 12</b> | <b>1 SEMESTER</b> |
|--|-----------------|----------------------------------|-------------------|

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**Prerequisite:** Successful completion in Music Technology/Keyboarding I, ("C" average recommended).

This class is a continuation of Music Technology & Keyboarding I, stressing the development of advanced piano keyboarding and composition skills within a variety of music software. Students will compose within a variety of unique genres and develop more advanced applications of previously learned MIDI/software skills. Curriculum is geared towards production of professional-caliber musical works in terms of music theory, technology applications, printed notation, and audio recording. Skills developed in this class can be directly applied to potential future careers in the music industry. ***This course fulfills one semester of the "computer application" graduation requirement.***

## **JOLIET JUNIOR COLLEGE MUSIC COURSES**

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**MUS 102 EXPLORATION OF AMERICAN MUSIC DC**

**1 H. S. CREDIT GRADES: 11 or 12 1 SEMESTER  
3 COLLEGE CREDITS**

***Prerequisite:*** Completed JJC application online through [www.JJC.edu](http://www.JJC.edu).

A survey course dealing with important people and trends in the evaluation and development of American musical culture from colonial times to the present. Per the Joliet Junior College Department of Fine Arts' policy, excessive absences (5 or more), whether excused or unexcused, from class may result in a reduction of the student's final grade. Space in this course is limited and will be contingent on timely completion of the Joliet Junior College registration process. ***Junior and Senior students will be provided the opportunity to receive College Credit through Joliet Junior College, in addition to high school credit. In the recent past, there has been no JJC tuition cost to students via a JJC waiver. If the waiver is not granted, students will be responsible for payment of JJC tuition and fees. Disclaimer - Dual Credit is subject to change based upon revisions made from Joliet Junior College. Minooka Community High School has no control over this entity. Each student is advised to check with the individual college/university s/he is interested in attending to verify if this JJC course will be accepted as a required or elective credit.***

**HEALTH, PHYSICAL EDUCATION & DRIVER EDUCATION**  
**COURSE SEQUENCE AND DESCRIPTIONS**

**INTRODUCTION**

The objective of the Minooka Community High School Physical Education/Health Department is to promote life-long, health-related physical activity. Each physical education course includes a daily physical fitness component; pre- and post-cardiovascular, strength, and flexibility assessments; and development of a personal fitness plan. Students are required to dress in a Minooka Physical Education uniform and use a school-issued Master Lock (blue face) combination lock.

**MEDICAL EXCUSES OR EXCUSED ABSENCES**

Participation is an integral component of every physical education class. Consequently, if a student cannot participate in a physical education class or classes, they must have a note signed by a physician. A note from home, signed by a parent, is good for one day only. Students are expected to make up missed class time. Common activities for excused absences include article summaries, participating in another physical education class during the student's resource or attending after school weight room or fitness center training sessions.

**COURSE OFFERINGS:**

- |                               |   |                              |
|-------------------------------|---|------------------------------|
| Athletic Fitness              | Fall/Spring Team Sports                 | Outdoor Education            |
| Cardio Kickboxing             | Fitness Fusion                          | Personal Focus               |
| Dance I                       | Freshman Athletic Fitness               | Pre-EMT                      |
| Dance II                      | Freshman Focus                          | Sophomore Physical Education |
| Discovery Health              | Health                                  | Strength Training            |
| Driver Education              | Health Wellness                         | Wellness Fitness Education   |
| Fall/Spring Individual Sports | Junior Leadership in Physical Education |                              |

**PHYSICAL EDUCATION COURSE SEQUENCES INCLUDING HEALTH AND DRIVER EDUCATION**

|                  |   |
|------------------|---|
| <b>FRESHMAN</b>  | Freshman Physical Education - one semester<br>Health-one semester<br>Freshman Athletic Fitness -one semester<br>Fitness Fusion - one semester   |
| <b>SOPHOMORE</b> | Sophomore Physical Education - one semester<br>Sophomore Athletic Fitness<br>Strength Training<br>Dance I<br>Driver Ed-one semester<br>Fitness Fusion   |
| <b>JUNIOR</b>    | Athletic Fitness<br>Cardio Kickboxing<br>Dance I<br>Dance II<br>Fall Individual Sports<br>Fall Team Sports<br>Fitness Fusion<br>Junior Leadership in Physical Education<br>Officiating<br>Outdoor Education<br>Spring Individual Sports<br>Spring Team Sports<br>Strength Training<br>Wellness P.E. |
| <b>SENIOR</b>    | Same choices as junior year<br>Senior Leadership in Physical Education  |

**ELECTIVES:**

- |                |                  |                 |
|----------------|------------------|-----------------|
| Freshman Focus | Discovery Health | Health Wellness |
| Personal Focus | Pre-EMT          |                 |



## **HEALTH, PHYSICAL EDUCATION & DRIVER EDUCATION**

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|                         |                 |                              |                                       |
|-------------------------|-----------------|------------------------------|---------------------------------------|
| <b>ATHLETIC FITNESS</b> | <b>1 CREDIT</b> | <b>GRADES: 10 or 11 - 12</b> | <b>1 SEMESTER</b> <i>(repeatable)</i> |
|-------------------------|-----------------|------------------------------|---------------------------------------|

*Prerequisite: Participation in an IHSA sponsored sport.*

The central focus of this course will be the development of proper safety, technique, and the application of current principles of free weight training. Specific lifts that will be focused on include: bench press, squats, and hang cleans. Enrollment is limited to MCHS student athletes.

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|--------------------------|-----------------|------------------------|-------------------|
| <b>CARDIO KICKBOXING</b> | <b>1 CREDIT</b> | <b>GRADES: 11 - 12</b> | <b>1 SEMESTER</b> |
|--------------------------|-----------------|------------------------|-------------------|

This is an advanced aerobic class that utilizes kickboxing strategies to raise student heart rate. Exercises designed to improve core and muscular strength are also part of the daily curriculum. The goal of this course is to encourage and prepare students to develop and implement personal lifetime fitness goals.

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|----------------|-----------------|------------------------------|-------------------|
| <b>DANCE I</b> | <b>1 CREDIT</b> | <b>GRADES: 10 or 11 - 12</b> | <b>1 SEMESTER</b> |
|----------------|-----------------|------------------------------|-------------------|

The content of this class is designed for students to explore basic dance skills, terminology, and principles of choreography. The course places emphasis on movement technique in Ballet, Jazz, Modern, Lyrical, and Hip Hop dance styles. Students will enhance their flexibility, muscular endurance, muscular strength, and movement coordination through the practice of pilates, yoga, cardio floor patterns, and body balancing techniques. Social and team building skills are also incorporated throughout the dance curriculum.

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|-----------------|-----------------|------------------------|-------------------|
| <b>DANCE II</b> | <b>1 CREDIT</b> | <b>GRADES: 11 - 12</b> | <b>1 SEMESTER</b> |
|-----------------|-----------------|------------------------|-------------------|

*Prerequisite: Successful completion of Dance*

This course builds on the fundamental dance skills, terminology, and choreography principles provided in Dance I. Emphasis is placed on engaging the student in the development of more technical skills of dance, choreography, and cultural appreciation. Students learn the skills needed to prepare for a mini dance performance.

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|-------------------------|-----------------|------------------------------|-------------------|
| <b>DISCOVERY HEALTH</b> | <b>1 CREDIT</b> | <b>GRADES: 10 or 11 - 12</b> | <b>1 SEMESTER</b> |
|-------------------------|-----------------|------------------------------|-------------------|

*Prerequisite: Successful completion of Freshman Health.*

This course uses media to bring current health topics to the classroom. Students are guided through a variety of self-assessment strategies that illustrate the relevance of these health topics to life. Subject matter varies and is related to current events within the popular media. Sensitive subject matter including but not limited to: sexual orientation, organ donation, drugs and alcohol abuse, diversity, overcoming adversity, health insurance, etc. Types of media used to teach these topics include movies, TV shows, music, and articles. Student grades are based on participation in class discussion, comprehension questions, and reflective writing.

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|                         |                 |                  |                   |
|-------------------------|-----------------|------------------|-------------------|
| <b>DRIVER EDUCATION</b> | <b>1 CREDIT</b> | <b>GRADE: 10</b> | <b>1 SEMESTER</b> |
|-------------------------|-----------------|------------------|-------------------|

*Prerequisite: Students will not be allowed to enroll in the course until they have passed at least 8 courses in the two semesters prior to enrollment.*

This course consists of two phases: 30 hours of classroom instruction and 6 hours of behind-the-wheel. The successful completion of both phases qualifies the student to take the driver's test, if 16 years of age. Students will be scheduled into the class based on age, with the oldest students being placed first. It is recommended to register for a resource class to meet the behind-the-wheel component. The current fee for driver education is \$175.00.

## HEALTH, PHYSICAL EDUCATION & DRIVER EDUCATION

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|--|-----------------|------------------------|-------------------|
| <b>FALL AND SPRING INDIVIDUAL SPORTS</b> | <b>1 CREDIT</b> | <b>GRADES: 11 - 12</b> | <b>1 SEMESTER</b> |
|--|-----------------|------------------------|-------------------|

**Recommendation:** Students enroll only once in each course during their high school career.

These courses will introduce/reintroduce students to lifelong activities. These activities are designed to develop hand/eye coordination, skill development, and lifetime fitness. There is a fee for the bowling unit that must be paid at the beginning of the semester. **The current fee for this course is \$30. This covers our bowling costs.**

*Instructional units include:*

**Fall Individual Sports:** Archery, Frisbee Golf, Badminton, Bowling

**Spring Individual Sports:** Bowling, Pickle Ball, Bags/Bocci, Golf, Tennis

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|--|-----------------|------------------------|-------------------|
| <b>FALL AND SPRING COMPETITIVE TEAM SPORTS</b> | <b>1 CREDIT</b> | <b>GRADES: 11 - 12</b> | <b>1 SEMESTER</b> |
|--|-----------------|------------------------|-------------------|

**Prerequisite:** Students enroll only once in each course during their high school career.

This course is designed to offer students a chance to compete in team and organized sport. Each course will introduce students to new and old, competitive activities used to develop skill, teamwork, and cardio-related fitness.

*Instructional units include:*

**Fall Team Sports:** Soccer, Sand Volleyball, Ultimate Frisbee, Basketball, Lacrosse

**Spring Team Sports:** Indoor Volleyball, Floor Hockey, Indoor Soccer, Softball, Flag Football

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|-----------------------|-----------------|-----------------------|-------------------|
| <b>FITNESS FUSION</b> | <b>1 CREDIT</b> | <b>GRADES: 9 - 12</b> | <b>1 SEMESTER</b> |
|-----------------------|-----------------|-----------------------|-------------------|

The purpose of this course is to tone, sculpt and strengthen the body, utilizing basic training strategies and body weight exercises, with heart pumping circuit style workouts and interval training. The course is designed to provide cardio, muscle conditioning and balance/flexibility movements to give you a total body workout. These workouts may include the use of hand weights, weighted bars, bosu balls, medicine balls, kettlebells, steps and other fitness equipment. The class will focus on step aerobics, circuit training, interval training, basic strengthening exercises, power walking, yoga, etc. Topics of discussion will include body composition, basic fitness terminology, nutrition, and diet.

The focus of this class is FITNESS. The aim is to help each student, meet their personal fitness goals; therefore, feedback from each student is essential. In order to facilitate feedback, each student will be required to keep a personal fitness/nutrition journal.

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|----------------------------------|-----------------|-----------------|-------------------|
| <b>FRESHMAN ATHLETIC FITNESS</b> | <b>1 CREDIT</b> | <b>GRADE: 9</b> | <b>1 SEMESTER</b> |
|----------------------------------|-----------------|-----------------|-------------------|

**Prerequisite:** Participation in an IHSA sponsored sport.

This is the freshman version of Athletic Fitness. The focus of this course is the development of safe and proper free weight training techniques, along with the application of current principles in weight training, speed development, and flexibility. Specific lifts include: bench press, squat and hang clean. This course is designed as an in-season weight training session for MCHS athletes.

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|-----------------------|-----------------|-----------------|-------------------|
| <b>FRESHMAN FOCUS</b> | <b>1 CREDIT</b> | <b>GRADE: 9</b> | <b>1 SEMESTER</b> |
|-----------------------|-----------------|-----------------|-------------------|

This class was developed to allow all students the opportunity to claim their self-esteem, identify their talents, create internal motivation, assume responsibility, and interact responsibly with others. The class will give all students tools that can be used to become more successful at any activity, relationship, or occupation.

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|------------------------------------|-----------------|-----------------|-------------------|
| <b>FRESHMAN PHYSICAL EDUCATION</b> | <b>1 CREDIT</b> | <b>GRADE: 9</b> | <b>1 SEMESTER</b> |
|------------------------------------|-----------------|-----------------|-------------------|

This course offers a well-rounded program of recreational and physical activities which include: introduction to fitness, team building, recreational games, basketball, team handball, soccer, and softball. Students will also be trained in CPR.

## **HEALTH, PHYSICAL EDUCATION & DRIVER EDUCATION**

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|-------------------------|-----------------|-----------------|-------------------|
| <b>HEALTH EDUCATION</b> | <b>1 CREDIT</b> | <b>GRADE: 9</b> | <b>1 SEMESTER</b> |
|-------------------------|-----------------|-----------------|-------------------|

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This course is required to meet the state graduation requirements. Current, accurate, and scientific knowledge related to health issues and problems will be presented. Course content will include the following areas: choices and responsibility for physical, mental, and social health; nutrition; diseases; alcohol, tobacco, and other drugs; and other related subjects.

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|------------------------|-----------------|------------------------|-------------------|
| <b>HEALTH WELLNESS</b> | <b>1 CREDIT</b> | <b>GRADES: 11 - 12</b> | <b>1 SEMESTER</b> |
|------------------------|-----------------|------------------------|-------------------|

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*Prerequisite: Successful completion of Freshman Health.*

This course uses the media to bring current health topics to the classroom. Students are guided through a variety of self-assessment strategies that illustrate the relevance of these health topics to life. Subject matter varies and is related to current events within the popular media. Examples of topics include: the three leading causes of death for teens (accidents, homicide, suicide), brain/spinal cord injuries, school shootings, terrorism, and mental health issues such as PTSD and Schizophrenia, etc. Types of media used to teach these topics include movies, TV shows, music, and articles. Student grades are based on participation in class discussion, comprehension questions, and reflective writing.

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|--|-----------------|------------------|-------------------|
| <b>JUNIOR LEADERSHIP IN PHYSICAL EDUCATION</b> | <b>1 CREDIT</b> | <b>GRADE: 11</b> | <b>1 SEMESTER</b> |
|--|-----------------|------------------|-------------------|

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*Prerequisite: Students must have an "A" in their previous physical education course. In addition, at the time of MCHS registration. A teacher recommendation must be submitted to the Instructional Leader for Health, Physical Education and Driver Education.*

The purpose of the course is to expose students to a variety of leadership strategies and career opportunities in the fields of physical education, health and fitness, along with related professions. Students will be exposed to officiating, fitness assessment, exercise cueing, data collection, and equipment. Students will be expected to complete district expectations in fitness assessments and fitness plan development. After successful completion of the course, students will interview to become student leaders in the Physical Education Department and to enroll in Senior Leadership in Physical Education.

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|--------------------|-----------------|------------------------|-------------------|
| <b>OFFICIATING</b> | <b>1 CREDIT</b> | <b>GRADES: 11 - 12</b> | <b>1 SEMESTER</b> |
|--------------------|-----------------|------------------------|-------------------|

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This course is designed for students who have interest in officiating high school sports. Students will be introduced to the rules and techniques of officiating team sports including: football, soccer, basketball, volleyball, baseball, and softball. Students will also learn important characteristics of becoming an official. In addition to learning the rules and mechanics of officiating, students will have the opportunity to demonstrate these learned skills. Students enrolled in this course will be required to officiate a variety of team sports within other physical education classes offered at Minooka Community High School. Students will also be given contact information to assist them in finding officiating jobs within the area. *Limited one time enrollment.*

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|                          |                 |                        |                   |
|--------------------------|-----------------|------------------------|-------------------|
| <b>OUTDOOR EDUCATION</b> | <b>1 CREDIT</b> | <b>GRADES: 11 - 12</b> | <b>1 SEMESTER</b> |
|--------------------------|-----------------|------------------------|-------------------|

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Students will increase their knowledge and physical skill in a variety of outdoor activities that may be continued throughout life, while maintaining and improving an individual's overall health. These activities include rock climbing, hiking, rollerblading, roller hockey, kayaking, canoeing, survival skills, fishing, and camp cooking. Students are expected to participate fully in each of the activities. *Limited two time enrollment.*

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|                       |                 |                              |                   |
|-----------------------|-----------------|------------------------------|-------------------|
| <b>PERSONAL FOCUS</b> | <b>1 CREDIT</b> | <b>GRADES: 10 or 11 - 12</b> | <b>1 SEMESTER</b> |
|-----------------------|-----------------|------------------------------|-------------------|

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The goal of this class is to develop the personal power that is within each one of us. Students will evaluate their self-esteem, their interaction with people, their problem solving skills, their ability to set and achieve goals, and the responsible actions they choose each day.

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|-----------------|-----------------|------------------------|-------------------|
| <b>PRE- EMT</b> | <b>1 CREDIT</b> | <b>GRADES: 11 - 12</b> | <b>1 SEMESTER</b> |
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This course leads to Red Cross Certification. The students will study emergency situations and understand procedures and techniques involved in first aid. Students will have hands-on experience by performing standard first aid treatment.

## **HEALTH, PHYSICAL EDUCATION & DRIVER EDUCATION**

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**SENIOR LEADERSHIP IN PHYSICAL EDUCATION    1 CREDIT    GRADE: 12    1 SEMESTER**

*Prerequisite:* Successful completion of Junior Leadership in Physical Education class and recommendation by the HPEDE Interview Committee on Leadership.

The purpose of the course is to provide MCHS seniors an opportunity to demonstrate and practice leadership skills learned in Junior Leadership in Physical Education class. Senior leaders will be assigned a teacher and course, in which to be active mentors for freshmen and sophomores. Senior leaders will be active mentors for freshman and sophomore students. Seniors will lead and model fitness testing; daily, dynamic warm-ups; and daily, cardio activities. In addition, senior leaders will demonstrate skill development, mentor students, and officiate competitive activities. The completion of a mentoring project and other reflection activities are additional requirements of the course

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**SOPHOMORE PHYSICAL EDUCATION    1 CREDIT    GRADE: 10    1 SEMESTER**

This course offers a well-rounded program of recreational and physical activities that include: volleyball, tennis, eclipse ball, pickle ball, and softball. At the conclusion of the class, all students will be required to complete a fitness based research project.

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**STRENGTH TRAINING    1 CREDIT    GRADES: 10 or 11 - 12    1 SEMESTER (repeatable)**

The central focus of this course will be on the development of proper safety, technique, and application of current principles of strength training. The students will engage in activities in which they will learn the function, location, and proper means to develop muscle groups in order to improve their overall fitness level. Sophomores will be allowed to enroll in this course on a space-available basis.

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**WELLNESS PHYSICAL EDUCATION    1 CREDIT    GRADES: 11 - 12    1 SEMESTER**

Class meets daily in the Fitness Center at central campus. Students wear sensors that track, record and display daily heart rates during exercise. The course makes use of weight and cardio machines similar to those found in local gyms or fitness facilities. The course also reviews in detail 4 of the 5 components of fitness while working to maintain/improve overall fitness. The training strategies used will provide students with the experiences they need to create their own personalized fitness programs, long after leaving MCHS.

# SCIENCE COURSE SEQUENCE AND DESCRIPTIONS

## Beginning with the Class of 2020

### INTRODUCTION

The Minooka Community High School Science Department is committed to a laboratory approach for all classes. Laboratory experiences involve an inquiry approach which encourages logical thought processes during the use of the scientific method, and a hands-on approach which strengthens student understanding. Strong emphasis is placed on the use of technology for data collection and manipulation.

Scientific process skills are emphasized so that application and transfer of knowledge can be accomplished when our students encounter new information in the future. The development of scientific reasoning helps to make the student a better citizen, enabling him/her to make intelligent, mature decisions in our highly technological global society.

Students should follow a sequence which melds biological and physical sciences. Beginning with the Class of 2020, Chemistry followed by Biology, and Physics is the sequence for college preparatory students. Honors students experience a similar array of courses. In addition, all students have access to a variety of courses which are suited to specific interests and medical/scientific career aspirations.

### COURSE OFFERINGS

#### Beginning with the Class of 2020

#### **Advanced Chemistry**

**Advanced Placement Physics I**

**Advanced Placement Physics II**

**Anatomy and Physiology**

Applied Biology

Applied Physics Science

#### **Biology**

**\* Biology Honors**

**Chemistry**

**\* Chemistry Honors**

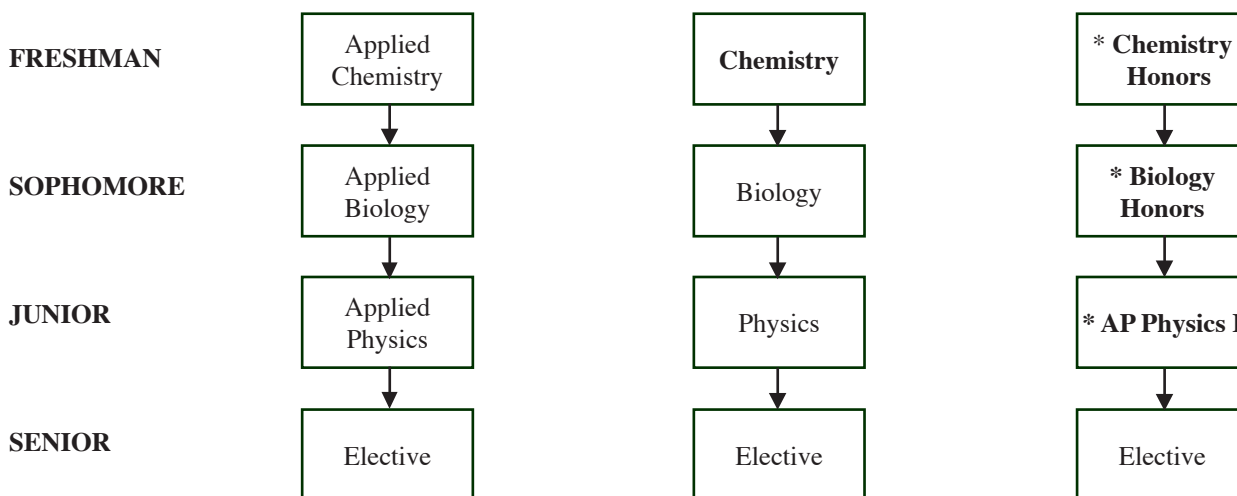
**Environmental Science II**

Forensic Science

**Physics**

### SUGGESTED SCIENCE SOURCE SEQUENCES

#### Beginning with the Class of 2020



\* = weighted class

**Bold** = meets NCAA eligibility requirements

**SCIENCE**  
**Beginning with the Class of 2020**

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|                          |                  |                 |               |
|--------------------------|------------------|-----------------|---------------|
| <b>APPLIED CHEMISTRY</b> | <b>2 CREDITS</b> | <b>GRADE: 9</b> | <b>1 YEAR</b> |
|--------------------------|------------------|-----------------|---------------|

*Prerequisite: Placement based on assessment scores and/or teacher recommendation.*

Applied Chemistry is a class designed to explore the fundamental principles of chemistry while also supporting students with scientific literacy and math computational skills. Both traditional and computer based laboratories are utilized to develop scientific and engineering skills. This course is designed to prepare students for further study in science. This course emphasizes the composition and structure of matter as it relates to Earth systems, chemical reactions and types of interactions, nuclear processes, equilibrium, and thermodynamics.

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|                  |                  |                 |               |
|------------------|------------------|-----------------|---------------|
| <b>CHEMISTRY</b> | <b>2 CREDITS</b> | <b>GRADE: 9</b> | <b>1 YEAR</b> |
|------------------|------------------|-----------------|---------------|

*Meets NCAA eligibility requirements*

*Prerequisite: None*

*Co-requisite: Concurrent enrollment in Algebra I or higher math course*

Students explore the fundamental principles of chemistry and its relevancy to the world in which they live. Both traditional and computer based laboratories are utilized to develop scientific and engineering skills. This course is designed to prepare students for advanced courses in science. This course emphasizes the composition and structure of matter as it relates to Earth systems, chemical reactions and types of interactions, nuclear processes, equilibrium, and thermodynamics.

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|  |                  |                      |               |
|--|------------------|----------------------|---------------|
| <b>CHEMISTRY HONORS <i>weighted course</i></b> | <b>2 CREDITS</b> | <b>GRADE: 9 - 10</b> | <b>1 YEAR</b> |
|--|------------------|----------------------|---------------|

*Meets NCAA eligibility requirements*

*Prerequisite: Application and acceptance into the honors program*

*Co-requisite: Concurrent enrollment in Algebra I or higher math course*

This course is designed as an accelerated and in-depth study of the content area of chemistry and its related fields. Students explore the fundamental principles of chemistry and its relevancy to the world in which they live. Both traditional and computer based laboratories are utilized to develop scientific and engineering skills. This course is designed to prepare students for advanced placement courses in science. This course emphasizes the study of composition and structure of matter as it relates to Earth systems, chemical reactions and types of interactions, nuclear processes, equilibrium, and thermodynamics. Completion of a summer project may be a requirement of this class.

# SCIENCE COURSE SEQUENCE AND DESCRIPTIONS

For Classes of 2018 & 2019 only

## INTRODUCTION

The Minooka Community High School Science Department is committed to a laboratory approach for all classes. Laboratory experiences involve an inquiry approach which encourages logical thought processes during the use of the scientific method, and a hands-on approach which strengthens student understanding. Strong emphasis is placed on the use of technology for data collection and manipulation.

Scientific process skills are emphasized so that application and transfer of knowledge can be accomplished when our students encounter new information in the future. The development of scientific reasoning helps to make the student a better citizen, enabling him/her to make intelligent, mature decisions in our highly technological global society.

Students should follow a sequence which melds biological and physical sciences. Honors students experience a similar array of courses. In addition, all students have access to a variety of courses which are suited to specific interests and medical/scientific career aspirations.

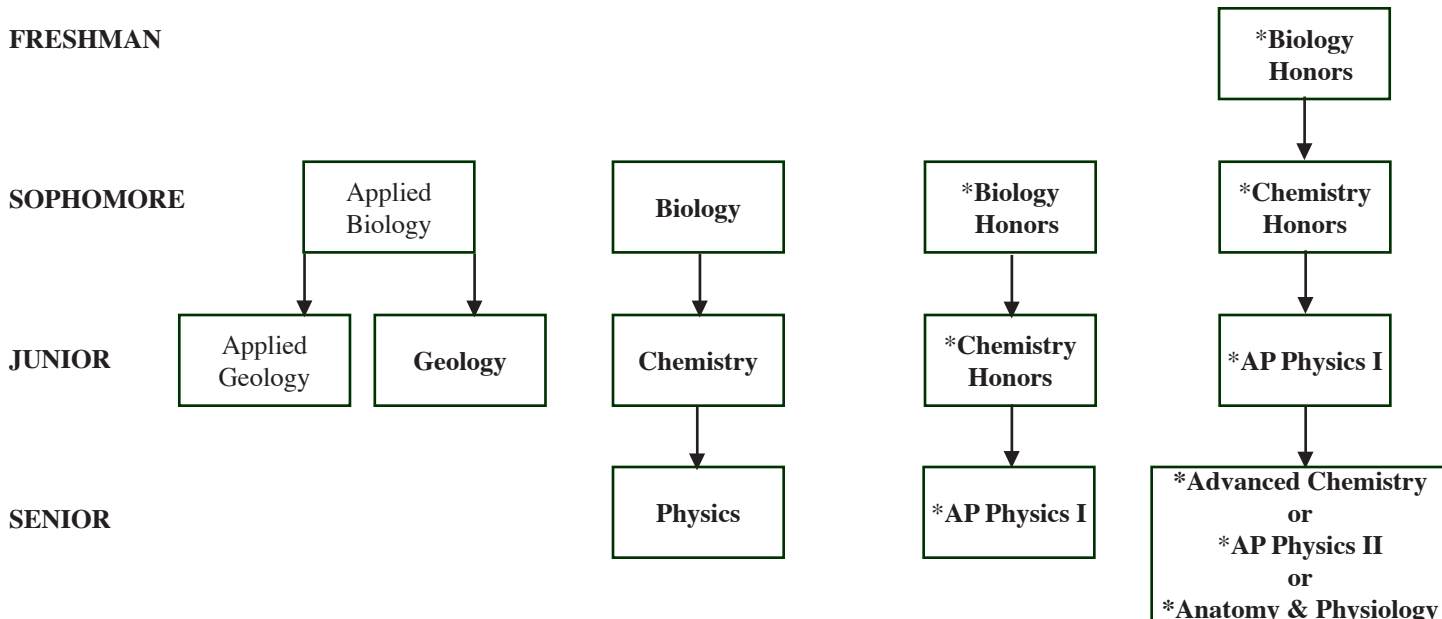
## COURSE OFFERINGS

**Advanced Chemistry**  
**Advanced Placement Physics I**  
**Advanced Placement Physics II**  
**Anatomy and Physiology**  
 Applied Biology  
 Applied Geology  
 Applied Physical Science  
**Biology**  
**\*Biology Honors**

**Chemistry**  
**\*Chemistry Honors**  
**Environmental Science II**  
**Forensic Science**  
**Geology**  
**\*Geology Honors**  
**Meteorology and Space Science**  
**Physics**

## SUGGESTED SCIENCE SOURCE SEQUENCES

*For Classes of 2018 & 2019 only*



## ELECTIVES

**\*Advanced Chemistry**  
**\*Anatomy & Physiology**  
**\*Advanced Placement Physics I & II**

**Environmental Science II**  
**Forensic Science**  
**\* Geology Honors**  
**Meteorology & Space Science**

\* = weighted class

**Bold** = meets NCAA eligibility requirements

**SCIENCE**  
**For Classes of 2018 & 2019 only**

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|  |                  |                        |               |
|--|------------------|------------------------|---------------|
| <b>ADVANCED CHEMISTRY</b> <i>weighted course</i> | <b>2 CREDITS</b> | <b>GRADES: 11 - 12</b> | <b>1 YEAR</b> |
|--|------------------|------------------------|---------------|

*Meets NCAA eligibility requirements*

*Prerequisite: One year of Honors Chemistry with a "C" or above, or application and acceptance in Science Honors Program, Algebra II or higher with a "C" or above.*

This laboratory class is a continuation of chemistry. Included is the study of organic chemistry, biochemistry, electrochemistry, and oxidation-reduction reactions.

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|   |                  |                        |               |
|---|------------------|------------------------|---------------|
| <b>ADVANCE PLACEMENT PHYSICS I</b> <i>weighted course</i> | <b>2 CREDITS</b> | <b>GRADES: 11 - 12</b> | <b>1 YEAR</b> |
|---|------------------|------------------------|---------------|

*Meets NCAA eligibility requirements*

*Prerequisite: Successful completion of one year of Honors Chemistry with a "C" average or better and one year of Algebra II with a "C" average or better, or application/acceptance into the Science Honors Program*

Advance Placement Physics I: Algebra-Based is the equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound. It will also introduce electric circuits.

This course will have an emphasis on mathematical relationships, an in-depth laboratory study/design component, a rigorous conceptual development and can possibly earn college credit for the student.

The student will be required to complete the Advanced Placement Examination in May. The current fee for the Advanced Placement exam is \$93.00. Successful completion of an individual summer project is a requirement of the course.

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|  |                  |                  |               |
|--|------------------|------------------|---------------|
| <b>ADVANCE PLACEMENT PHYSICS II</b> <i>weighted course</i> | <b>2 CREDITS</b> | <b>GRADE: 12</b> | <b>1 YEAR</b> |
|--|------------------|------------------|---------------|

*Meets NCAA eligibility requirements*

*Prerequisite: Successful completion of one year of AP Physics I or equivalent with a "C" average or above and one year of Algebra II with a "C" average or above.*

AP Physics II: Algebra-Based is the equivalent to a second-semester college course in algebra-based physics. The course covers fluid mechanics; thermodynamics; electricity and magnetism; optics; atomic and nuclear physics.

This course will have an emphasis on mathematical relationships, an in-depth laboratory study/design component, a rigorous conceptual development component and can possibly earn college credit for the student.

The student will be required to complete the Advanced Placement Examination in May. The current fee for the Advanced Placement exam is \$93.00. Successful completion of an individual summer project is a requirement of the course.

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|  |                  |                  |               |
|--|------------------|------------------|---------------|
| <b>ANATOMY AND PHYSIOLOGY</b> <i>weighted course</i> | <b>2 CREDITS</b> | <b>GRADE: 12</b> | <b>1 YEAR</b> |
|--|------------------|------------------|---------------|

*Meets NCAA eligibility requirements*

*Prerequisite: One year of Honors Biology with a "C" or above, and one year of Honors Chemistry with a "C" or above, or application and acceptance into Science Honors Program*

This full-year honors laboratory class is designed for high-achieving students who intend to pursue a medical career in college. The structure and function of tissues and specific organ systems will be studied in detail. The class will include word-building skills with which to master the extensive vocabulary required. Lab activities will include dissection.

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|                        |                  |                              |               |
|------------------------|------------------|------------------------------|---------------|
| <b>APPLIED BIOLOGY</b> | <b>2 CREDITS</b> | <b>GRADES: 10 or 11 - 12</b> | <b>1 YEAR</b> |
|------------------------|------------------|------------------------------|---------------|

*Prerequisite: Successful completion of Applied Environmental Science, or approval by department.*

Applied Biology is designed for those students who have successfully completed Applied Lab Science. It is a laboratory course which concentrates on scientific reasoning, basic life functions and ecology. After completion of this class, students may enroll in Applied Physical Science I and/or II, or Applied Geology.



**SCIENCE**  
**For Classes of 2018 & 2019 only**

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**APPLIED GEOLOGY** **2 CREDITS**      **GRADES: 11 - 12**      **1 YEAR**

*Prerequisite:* Successful completion of Applied Environmental Science, or approval by department.

Applied Geology is a full-year laboratory class, which emphasizes land formation (earthquakes, volcanoes, erosional features, and plate tectonics), topography, map skills, rocks, minerals, and weathering effects. The approach of the text used in this course is practical, understandable, and aids students who need support in the areas of reading and math.

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**APPLIED PHYSICAL SCIENCE** **2 CREDITS**      **GRADE: 11 or 12**      **1 YEAR**

*Prerequisite:* Successful completion of Applied Biology or Applied Geology, and/or teacher recommendation

Applied Physical Science I is a laboratory class which will provide conceptual development in the physical sciences (physics and chemistry). The class is designed for the student who requires a great deal of teacher assistance, especially in reading and basic math skills, in order to be successful.

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**BIOLOGY** **2 CREDITS**      **GRADES: 10 or 11 - 12**      **1 YEAR**

*Meets NCAA eligibility requirements*

*Prerequisite:* Successful completion of Chemistry or approval by department.

Biology I is designed to be taken during the sophomore, junior, or senior year. It is a laboratory course which concentrates on the use of scientific reasoning. The basic life functions will be studied, such as nutrition, respiration, cellular transport, biosynthesis, and reproduction. Genetic principles and the processes by which organisms change over time will be included.

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**BIOLOGY HONORS *weighted course*** **2 CREDITS**      **GRADE: 10**      **1 YEAR**

*Meets NCAA eligibility requirements*

*Prerequisite:* Successful completion of Honors Chemistry or application and acceptance into Science Honors Program.

This is a full-year laboratory class for high-achieving students which concentrates on the use of scientific reasoning as it applies to biological topics. Ecology, and the basic life functions of nutrition, energy requirements, transport, biosynthesis, and reproduction will be studied. Classical genetics, molecular genetics, and the processes by which organisms change over time will be included. Completion of a summer project is a requirement of this class.

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**CHEMISTRY** **2 CREDITS**      **GRADES: 11 - 12**      **1 YEAR**

*Meets NCAA eligibility requirements*

*Prerequisite:* Successful completion of Biology or approval by department.

*Co-requisite:* Concurrent enrollment in Algebra II or higher level math class.

Chemistry is a full-year laboratory class including the topics of atomic structure, chemical bonding, and the fundamental laws and principles of chemistry. Studies of the behavior and reactions of elements and compounds are a major part of this course.

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**CHEMISTRY HONORS *weighted course*** **2 CREDITS**      **GRADES: 11 - 12**      **1 YEAR**

*Meets NCAA eligibility requirements*

*Prerequisite:* Honors Biology (with a "C" average or higher), or application and acceptance into Science Honors Program.

Chemistry Honors will cover the same major topics as Chemistry, but in greater detail and at a faster pace. This class is designed for students in the honors sequence. Completion of a summer project is a requirement of this class.

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**SCIENCE**  
**For Classes of 2018 & 2019 only**

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**ENVIRONMENTAL SCIENCE II** **2 CREDITS** **GRADES: 11 - 12** **1 YEAR**

*Meets NCAA eligibility requirements*

*Prerequisite: Successful completion of 1 year of Biology, or Geology.*

This is a laboratory class concentrating on environmental topics. Major areas of study include resource utilization, land-use issues, resource management, alternative energy sources, human interactions with the environment, and water and soil testing. A fieldwork experience will be a major component of this class.

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**FORENSIC SCIENCE** **2 CREDITS** **GRADES: 11 - 12** **1 YEAR**

*Meets NCAA eligibility requirements*

*Prerequisite: Successful completion of Biology and Chemistry, or successful completion of Biology and concurrently enrolled in Chemistry.*

Forensic Science is a elective course designed for juniors or seniors. This class does not fulfill the graduation requirement in science. This class will study the science of solving crimes, focusing on investigative techniques and critical thinking skills. This course will include content in Biology, Chemistry, Physics, and Math. Graphic representations of crime scenes are an essential aspect of the curriculum.

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**GEOLOGY** **2 CREDITS** **GRADES: 11 - 12** **1 YEAR**

*Meets NCAA eligibility requirements*

*Prerequisite: Successful completion of Integrated Environmental Science, or approval by department.*

Geology is designed to be taken during the sophomore, junior, or senior year. It is a full-year laboratory class which emphasizes land formation (earthquakes, volcanoes, erosional features, and plate tectonics), topography, map skills, rocks, minerals, and weathering effects.

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**GEOLOGY HONORS *weighted course*** **2 CREDITS** **GRADES: 11 - 12** **1 YEAR**

*Meets NCAA eligibility requirements*

*Prerequisite: 1 year Honors Science with a "C" average or better, or application & acceptance to the Science Honors Program.*

This is a one-year laboratory class which covers the same major topics as Geology, but in greater detail and a faster pace. It is designed as an elective for students who are already in and continuing in the Honors Science Program. Successful completion of an individual summer project is a requirement of the course.

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**METEOROLOGY AND SPACE SCIENCE** **2 CREDITS** **GRADES: 11 - 12** **1 YEAR**

*Meets NCAA eligibility requirements*

*Prerequisite: Successful completion of 1 year of Biology, or Geology.*

This is a laboratory class which includes meteorology and astronomy. Weather instruments and forecasting will be studied. Astronomy topics will include the solar system, galaxies and the U.S. space program.

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**PHYSICS** **2 CREDITS** **GRADES: 11 - 12** **1 YEAR**

*Meets NCAA eligibility requirements*

*Prerequisite: Successful completion of Algebra II or higher.*

Physics is the laboratory study of matter in motion, mechanics, nuclear physics, wave characteristics, energy, light, sound, electricity, magnetism, and electronics.

# SOCIAL STUDIES COURSE SEQUENCE AND DESCRIPTIONS

## INTRODUCTION

The Minooka Community High School Social Studies Department recognizes its function to be transmitting knowledge of past events and encouraging students to draw parallels between those events and their own lives to prepare them to live in our complex world. The department is also committed to instructing students about the interrelationships in our global society so that students will be prepared to meet the challenges that the shrinking planet will present in their lifetimes. In addition, the department recognizes the importance of teaching students to be knowledgeable consumers and educating them to take their places as responsibly active citizens within our political system. Finally, the department recognizes its responsibility to instill in students an appreciation and respect for diverse cultures and a basic knowledge of the dynamics of our economy and those of other countries in the world. In meeting these goals, the department will be preparing citizens of the highest quality to take their places in our increasingly complicated global community. The department is committed to challenging students to perform to the best of their ability and will stress written and oral communication, critical thinking skills, research, reading, and technology in all courses.

## COURSE OFFERINGS

AP European History  
 AP Human Geography  
 AP Psychology  
 AP United States Govt. & Politics  
 AP U.S. History  
 AP World History  
 Chicago History  
 Consumer Education  
 Controversial History of Latin America  
 Economics  
 Facing History and Ourselves

Government  
 \*Government Honors  
 Illinois History  
 JJC History 103  
 JJC History 104  
 JJC History 105  
 JJC History 106  
 JJC PSCI 101  
 Local History  
 Politics & War of the 21st Century  
 Pop Culture in Film

Psychology I  
 Psychology II  
 Sociology  
 Street Law  
 U.S. History  
 U.S. History in Film  
 World Cultures  
 World History  
 \*World History Honors  
 World History in Film

## SUGGESTED SOCIAL STUDIES COURSE SEQUENCE

FRESHMAN

World Cultures

\*World History Honors

SOPHOMORE

Elective

\*AP World History  
or  
\*AP Human Geography

JUNIOR

U. S. History  
or  
JJC History 103 DC  
JJC History 104 DC

\*AP U.S. History

SENIOR

Government  
or  
JJC PSCI 101 DC  
and  
Consumer Education

\*Government Honors  
\*Economics  
\*AP Psychology (elective)  
\*AP European History (elective)  
\*AP United States Government  
and Politics (elective)

## ELECTIVES

\*AP European History  
 \*AP Human Geography  
 \*AP United States Govt. & Politics  
 \*AP World History  
 Chicago History  
 Controversial History of Latin America  
 \*Economics  
 Facing History and Ourselves

Illinois History  
 JJC History 103 DC  
 JJC History 104 DC  
 JJC History 105 DC  
 JJC History 106 DC  
 JJC PSCI 101 DC  
 ♦ Local History  
 Politics & War of the 21st Century

Pop Culture in Film  
 Psychology I  
 Psychology II  
 Sociology  
 Street Law  
 U.S. History in Film  
 World History  
 World History in Film

\* = weighted class

♦ = Course designated "Computer Application"

DC = Dual Credit

**Bold** = meets NCAA eligibility requirements

## SOCIAL STUDIES

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**AP EUROPEAN HISTORY** *weighted course*                      **2 CREDITS**                      **GRADES: 11 - 12**                      **1 YEAR**  
**Meets NCAA eligibility requirements**

**Prerequisite:** Minimum "C" average in AP U.S. History and AP World History or completion of honors application for this course and acceptance into this AP course as verified by the department instructional leader. Enrollment in English IV AP is strongly encouraged.

This course is designed to examine the basic chronology and major events and trends from 1450 to the present. The goals of this class are to develop an understanding of the principal themes in modern European history, an ability to analyze historical evidence, and to express historical understanding in writing. The major themes of the course are intellectual and cultural history, political and diplomatic history, and social and economic history. The integrated nature of the course will parallel current developments in history/literature curriculum at the undergraduate level. This course will prepare students to demonstrate their qualification to pursue upper-level history studies at college by scoring at a qualifying level on the AP European History exam. The student will be required to take the Advanced Placement Examination in May. The current fee for the Advanced Placement exam is \$93.00.

Students will be required to complete a summer assignment prior to the start of the class. ***This course fulfills one year of the State of Illinois' "writing intensive" requirement.***

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**AP HUMAN GEOGRAPHY** *weighted course*                      **2 CREDITS**                      **GRADE: 10**                      **1 YEAR**  
**Meets NCAA eligibility requirements**

**Prerequisite:** Two semesters of an A in World Cultures, World Cultures teacher recommendation and an honors application for this course and acceptance into this course as verified by the department chair, or a C or better in Honors World History for students who choose not to continue to AP World History

The AP Human Geography course is designed to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications.

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**AP PSYCHOLOGY** *weighted course*                      **2 CREDITS**                      **GRADES: 11 - 12**                      **1 YEAR**  
**Meets NCAA eligibility requirements**

**Prerequisite:** Successful completion (C or better) of at least one full-year Social Studies AP course: AP World History, AP U.S. History, AP European History

The AP Psychology course is designed to introduce students to the systemic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principals, and phenomena associated with each of the major sub-fields within psychology. They also learn about the ethics and methods psychologists use in their science and their practice. Students will be required to take the AP Psychology exam in May and the second semester final exam will be optional for those students who take the AP exam. The cost of that exam is approximately \$93.00. Students will be required to complete a summer assignment prior to the start of the class.

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**AP UNITED STATES GOVERNMENT AND POLITICS** *weighted course*    **1 CREDIT**    **GRADE: 12**    **2nd SEMESTER**  
**Meets NCAA eligibility requirements**

**Prerequisite:** Successful completion of Honors Government prior to the start of this course and paid registration for AP United States Government and Politics exam.

This course, which will be offered second semester only, is designed to prepare students thoroughly for the AP United States Government and Politics Exam which is given in May each year. AP United States and Politics is a college-level course designed to give students an analytical perspective on government and politics in the United States. Students will use knowledge and concepts gained in Honors Government to interpret U.S. politics and analyze specific examples of governmental procedures and political processes and behaviors. They will also analyze and interpret basic data relevant to U.S. government and politics. Students are required to take the AP United States Government and Politics exam. The current fee for the Advanced Placement exam is \$93.00.

***This course fulfills one semester of the State of Illinois' "writing intensive" requirement.***

## SOCIAL STUDIES

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| <b>AP U.S. HISTORY</b> <i>weighted course</i><br><i>Meets NCAA eligibility requirements</i> | <b>2 CREDITS</b> | <b>GRADE: 11</b> | <b>1 YEAR</b> |
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**Prerequisite:** Successful completion of AP World History or completion of honors application for this course demonstrating readiness for AP-level work and acceptance into the AP course as verified by the department instructional leader; or for 10th grade honors students enrolled in Honors World History: successful completion of Honors World History and demonstration of readiness for AP-level work on an end-of-course exam. Successful completion of English I Honors and English II Honors. Enrollment in AP English III is strongly encouraged.

Students enrolling in this course can expect to experience a vastly accelerated and thoroughly in-depth approach to the study of the scope of American history from exploration to current world affairs. Students will be challenged to function at the highest skill levels of overall work completed for the class. Work will include reading and analysis of significant works of fiction and nonfiction; synthesis of acquired knowledge into new products; very challenging reading and analysis of a college-level text, as well as primary and secondary source supplements; participation in discussions of historical themes as they relate to the readings; and preparation and completion of class projects and a research paper. Students who enroll in this course will be completing coursework similar to that which will be required of them in college courses and, therefore, students will earn a weighted grade for this course. In view of the weighted grade, students will be required to complete work before the school year begins or participate in additional class sessions in order to be fully prepared for the AP Examination. Students not enrolled in Honors English will be expected to complete a writing sample on a prompt provided by the instructor in order to demonstrate their writing skills. Students will be required to take the Advanced Placement Examination in May and the second semester final exam will be optional for those students who take the AP exam. The current fee for the Advanced Placement exam is \$93.00. Students will be required to complete a summer assignment prior to the start of the class. *This course fulfills one year of the State of Illinois' "writing intensive" requirement.*

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| <b>AP WORLD HISTORY</b> <i>weighted course</i><br><i>Meets NCAA eligibility requirements</i> | <b>2 CREDITS</b> | <b>GRADE: 10</b> | <b>1 YEAR</b> |
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**Prerequisite:** Successful completion of Honors World History with a minimum grade of C. Successful completion of English I Honors. Enrollment in English II Honors is strongly recommended.

The AP World History course offers motivated students the opportunity to immerse themselves in the processes that, over time, have resulted in the knitting of the world into a tightly integrated whole. AP World History offers an approach that lets students "do history" by guiding them through the steps a historian would take in analyzing historical events and evidence worldwide. The course offers balanced global coverage with Africa, the Americans, Asia, and Europe and Oceania each represented. The student will be required to take the AP World History exam in May. The current fee for the Advanced Placement exam is \$93.00. Students will be required to complete a summer assignment prior to the start of the class.

This course will have as its chronological frame the period from approximately 8000 B.C.E. to the present with the period 8000 B.C.E. to 1450 covered in Honors World History and providing a foundation for this course's coverage of 1450 to the present. The course highlights the following five themes: 1. Interactions between humans and the environment: demography and disease, migration, patterns of settlement, and technology 2. Development and interaction of cultures: religions, belief systems, philosophies and ideologies, science and technology, and the arts and architecture. 3. State-building, expansion, and conflict: political structures and forms of governance, empires, nations and nationalism, revolts and revolution, regional, trans-regional, and global structures and organizations 4. Creation, expansion and interaction of economic systems: agricultural and pastoral production, trade and commerce, labor system, industrialization, capitalism and socialism 5. Development and transformation of social structures: gender roles and relations, family and kinship, racial and ethnic constructions, social and economic classes. *This course fulfills one year of the State of Illinois' "writing intensive" requirement.*

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| <b>CHICAGO HISTORY</b><br><i>Meets NCAA eligibility requirements</i> | <b>1 CREDIT</b> | <b>GRADES: 9 - 10 or 11 - 12</b> | <b>1 SEMESTER</b> |
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This course will examine all aspects of Chicago history, including a thorough analysis of the social, political, economic, and institutional development of the city. The issues of suburb vs. city, country vs. town, past vs. present, and no growth vs. growth will be looked upon as the axis on which the dialogue of Chicago history takes place. Students should possess superior reading comprehension and writing skills. Work in this course will include reading and analyzing documents and significant works of fiction and nonfiction, weekly expository and analytical writing, responsibility for preparing and conducting class discussions on historical themes as they relate to readings, comprehension of general historical knowledge, and the preparation and completion of numerous class projects which incorporate various technologies, including the Internet. This course also includes several field-trip experiences to local destinations as well as Oak Park and Chicago.

## SOCIAL STUDIES

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| <b>CONSUMER EDUCATION</b> | <b>1 CREDIT</b> | <b>GRADES: 11 - 12</b> | <b>1 SEMESTER</b> |
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The consumer education course is designed to meet the state mandate in consumer proficiency. This course emphasizes the systematic decision-making process, consumers' rights and responsibilities, the market economy, career choices, supply-demand forces affecting prices, the role of government affecting decisions, saving, credit, and shopping for food, clothing, financial services, transportation, housing, and investments. This course is not open to students who have completed two or more social studies honors courses. These students are to enroll in the weighted Economics course.

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| <b>CONTROVERSIAL HISTORY OF LATIN AMERICA</b> | <b>1 CREDIT</b> | <b>GRADES: 10 - 12</b> | <b>1 SEMESTER</b> |
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*Meets NCAA eligibility requirements*

The purpose of this course is twofold. First, students enrolled in this course will study briefly the history of Latin America beginning with the pre-contact era and stretching through to Colonialism and beyond. Second, students will examine the distinct, interesting, and often times confrontational relationship between the United States and several Latin American nations and people. Careful consideration and analysis of both primary and secondary sources—including declassified CIA documents, images, songs, videos, and supplementary readings— will be utilized throughout the semester in order to demonstrate to students the tumultuous events that have shaped Latin America, the United States, and the ever-evolving relationship of the two.

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| <b>ECONOMICS <i>weighted course</i></b> | <b>1 CREDIT</b> | <b>GRADES: 11 - 12</b> | <b>1 SEMESTER</b> |
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*Meets NCAA eligibility requirement*

*This course fulfills the Consumer Ed credit.*

*Prerequisite:*

*Grade: 11th with concurrent enrollment in AP U.S. History*

*12th with successful completion of AP U.S. History or completion of honors application for this course and acceptance into this honors course as verified by the department instructional leader.*

The course will emphasize economic analysis and policy, the working of the markets, and the structure of the national economy. The state mandate in consumer proficiency will be fulfilled through a consumer education unit presented during the course of the semester. Both macro and micro-economic concepts will be explored through reading and research on local economic issues, stock market trends and prices, research and publication of individual contributions to the field of economics.

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| <b>FACING HISTORY AND OURSELVES</b> | <b>1 CREDIT</b> | <b>GRADES: 9 - 10 or 11 - 12</b> | <b>1 SEMESTER</b> |
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*Meets NCAA eligibility requirements*

This semester course will explore the reasons why prejudice exists in our society and will challenge students to examine their own values as they relate to the values held by people who were responsible for massive acts of prejudice in the past, such as the Holocaust. The core curriculum will focus on the reasons why the Holocaust occurred, and students will relate those facts to other examples of such prejudice in the years since the Holocaust. A wide range of historical, literary, sociological, and psychological curriculum material will assist students in identifying the nature of prejudice and developing reasonable alternatives.

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| <b>GOVERNMENT</b> | <b>1 CREDIT</b> | <b>GRADE: 12</b> | <b>1 SEMESTER</b> |
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*Meets NCAA eligibility requirements*

This course is designed to meet the state requirement of adequate comprehension of the U.S. and Illinois Constitutions and protocol concerning respect for and display of the U.S. flag. Beyond this, the desire of the department is to help students understand how the constitution and all levels of government impact their lives and encourage them to full participation in the democratic process which includes discussion of current and controversial issues and service learning. The government course itself is a one-semester required course which covers the structure and function of national, state, and local government.

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## SOCIAL STUDIES

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| <b>GOVERNMENT HONORS</b> <i>weighted course</i> | <b>1 CREDIT</b> | <b>GRADE: 12</b> | <b>1 SEMESTER</b> |
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*Meets NCAA eligibility requirements*

*Prerequisite: Successful completion of AP U.S. History or completion of honors application for this course and acceptance into this honors course as verified by the department instructional leader.*

This course is designed to meet the state requirement of adequate comprehension of the U.S. and Illinois Constitutions and protocol concerning respect for and display of the U.S. flag. Students enrolled in Government Honors will be expected to apply the national and state constitutions to current events in national, state, and local affairs. The nature of the course will allow for flexibility in determining the events to be covered. Students will be expected to use up-to-date sources, both primary and secondary, to gain a comprehensive knowledge of the topics explored. Reading, higher order thinking skills, analytical writing, and serious current and controversial issue discussion will be incorporated into the class proceedings. Students will also complete a semester long service learning project. Students enrolled in this course should enroll in AP U.S. Government and Politics if they wish to take the AP exam. *This course fulfills one-semester of the State of Illinois' "writing intensive" requirement.*

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| <b>ILLINOIS HISTORY</b> | <b>1 CREDIT</b> | <b>GRADES: 9 - 10 or 11 - 12</b> | <b>1 SEMESTER</b> |
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*Meets NCAA eligibility requirements*

This course will examine all aspects of Illinois history including a thorough analysis of the social, political, economic, and institutional development of the state. The course will also focus upon the urban experience in Illinois. Students should possess superior reading comprehension and writing skills. Work in this course will include reading and analyzing documents and significant works of fiction and nonfiction, weekly expository and analytical writing, responsibility for preparing and conducting class discussions on historical themes as they relate to readings, comprehension of general historical knowledge, and the preparation and completion of numerous class projects which incorporate various technologies, including the Internet. This course also includes several field trip experiences to local destinations including Joliet, Channahon, Minooka, Princeton and LaSalle.

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| <b>LOCAL HISTORY</b> | <b>1 CREDIT</b> | <b>GRADES: 9 - 10 or 11 - 12</b> | <b>1 SEMESTER</b> |
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Local History will be a demanding, challenging, and exciting experience for any student willing to meet the requirements. This course will be a continuation of the collaborative effort with the Minooka Public Library that began in 2005 to convert the large collection of its historic materials into digital format and making the collection widely available on the Internet. Through this effort, community members and students will be provided access to the visual record of Grundy County's and Will County's history, culture, government and industry in full text and graphic content. The historic collection will include a wide range of resources including letters, diaries, government documents, manuscripts, photographs, maps, digital versions of exhibits, artifacts and oral histories.

Work in this course will include reading and analyzing of historic documents and significant printed works, including newspaper clippings, manuscripts, and the preparation and completion of numerous class projects that incorporate various technologies, including digital scanning and internet web sites. This class also produces historical brochures, newspaper columns for local papers, an on-line database of images, a website, and history books with national publishers.

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| <b>POLITICS AND WAR OF THE 21ST CENTURY</b> | <b>1 CREDIT</b> | <b>GRADES: 11 - 12</b> | <b>1 SEMESTER</b> |
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*Meets NCAA eligibility requirements*

This course will focus on current events and issues in which the United States is involved. The course would enhance students' media savvy and critical thinking by having them research beyond current headlines to understand cause-and-effect relationships in our world. Emphasis will be placed on debating thoroughly researched topics in a professional manner in order to provide a model of civil discourse. Debates will take several forms: one-on-one, group vs group, and class-wide debates. Each debate will involve a written component that asks students to articulate their arguments. A quarter project involving the creation of a political issue ad will be created using iMovie, or other current software.



## SOCIAL STUDIES

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| <b>POP-CULTURE IN FILM</b> | <b>1 CREDIT</b> | <b>GRADES: 9 - 10 or 11 - 12</b> | <b>1 SEMESTER</b> |
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This class will examine how motion picture film is a telling historical document. As a topic of the U.S. Pop-culture in Hollywood Films, it will follow the methodology of the historian to explore the internal and external evolution of film in the United States from its primitive origins at the turn of the century to its development as a powerful social force by the 1970s. The internal history of film involves its technology, studios, directors, performers, and most importantly, its narrative structure. The external history of film involves its relationship with the culture that surrounds it, shapes it, and responds to it. Such a historical inquiry of a mass medium like film will reveal many subtle and often unexpected meanings. By the end of the course students will be able to examine movies that are based upon the pop culture that exists in the American 20th century. Students will also be able to determine through the films and classroom analysis what is factual and what is fiction by utilizing higher order critical thinking skills. Students in the class will be expected to keep a film journal for each film and produce written critiques that examine the role of popular culture in the film.

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| <b>PSYCHOLOGY I</b> | <b>1 CREDIT</b> | <b>GRADES: 11 - 12</b> | <b>1 SEMESTER</b> |
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*Meets NCAA eligibility requirements*

Psychology I is the scientific study of human and animal behaviors and mental process. This class will analyze and apply the six modern approaches to psychology (biological, psychoanalytic, behavioral, cognitive, humanistic and cross-cultural). The class will also emphasize major learning theories, formation of personality, and psychological disorders. Current events will be presented to highlight the current and ongoing research in psychology.

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| <b>PSYCHOLOGY II</b> | <b>1 CREDIT</b> | <b>GRADES: 11 - 12</b> | <b>1 SEMESTER</b> |
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*Meets NCAA eligibility requirements*

*Prerequisite: Successful completion of Psychology I*

Psychology II is a continuation of Psychology I. Completion of both courses will expose students to the majority of information in an introductory college psychology class. Current events will continue to be utilized to present the current findings of psychologists. The content of the class will cover additional disorders, therapeutic methodologies and approaches, social psychology, sensation, perception, consciousness and human development.

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| <b>SOCIOLOGY</b> | <b>1 CREDIT</b> | <b>GRADES: 11 - 12</b> | <b>1 SEMESTER</b> |
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*Meets NCAA eligibility requirements*

Sociology is the study of humans and their behavior within groups. In this course, students will be scientifically examining the similarities and differences in culture, changes in society, group organization and interaction. A special focus is placed on the influence of social class as it relates to the individual in terms of attitudes, beliefs and behaviors. The course concludes with the study of deviance and the opportunity to apply the lessons of the semester at a local level with a field trip to the Will County Courthouse, Will County Adult Correctional Center and the Will County Juvenile Detention Center.

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| <b>STREET LAW</b> | <b>1 CREDIT</b> | <b>GRADES: 9 - 10</b> | <b>1 SEMESTER</b> |
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*Meets NCAA eligibility requirements*

*Requirement: Five hours of volunteer practicum with a community, social, or governmental agency.*

This course is designed to provide practical information and problem-solving opportunities that develop in students the knowledge and skills necessary for survival in our law-saturated society. The curriculum includes case studies, mock trials, role plays, small group exercises, opinion polls, and visual analysis activities. Students will participate in a variety of writing activities on specific law-related topics.

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| <b>U.S. HISTORY</b> | <b>2 CREDITS</b> | <b>GRADE: 11</b> | <b>1 YEAR</b> |
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*Meets NCAA eligibility requirements*

*Prerequisite: Earning two World Cultures credits prior to enrolling in U.S. History. 11th grade transfer students will be allowed to concurrently enroll in a course to earn World Cultures credit and be enrolled in U.S. History.*

This course covers the scope of American history from exploration to current world events, giving historical perspective to the unique development of the United States and a thorough understanding of our democratic heritage. The course will stress the processing and utilizing of information in a variety of skills involving cognitive and analytical ability, as well as critical thinking skills. Skills necessary for success in college will be stressed in the course. Students' ability to express themselves logically and in a structurally sound manner in both verbal and written form will also be stressed. Active student involvement in the learning process will be encouraged.

## *SOCIAL STUDIES*

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**U.S. HISTORY IN FILM****1 CREDIT****GRADES: 11 - 12****1 SEMESTER**

By the end of the course students will be able to examine movies that are based upon historical events or figures in American History and determine what is factual and what is fiction by utilizing higher order critical thinking skills. Students will engage these skills as they examine the films in the following ways: how the director collapses the number of character and events (or even creates totally fictional ones) through which the action takes place, telescopes the duration of time and the time between events, over-rationalizes and over-simplifies the motives, events, and results, pays more attention to the accuracy of visual details than on historical accuracy, casts motivations, characters, and events in familiar, often stereotypical molds as a kind of shorthand to insure viewer comprehension, and how the producer shows historical characters as too well manicured and clean.

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**WORLD CULTURES****2 CREDITS****GRADE: 9****1 YEAR***Meets NCAA eligibility requirements*

This is a required freshman course, for students who are not in the honors program, which will provide a people-centered study involving an in-depth look at the world's major cultures. The study of each of these cultures will focus upon its history, present-day culture and geography, family life and structure, social organizations, attitude on education, government, religious beliefs and institutions, economic life, political trends, and intellectual and artistic accomplishments of men and women within that culture. The study of each of the cultures will be supplemented by the development of reading, writing, research, geography, critical thinking, and study skills. The goal of the development of these skills will be to provide students with a basis for success in social studies classes and all of their courses.

This course is only open to 9th and 10th grade students.

11th and 12th grade students who have not yet earned World Cultures credits will enroll in World History, unless a different class is approved by the department instructional leader.

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**WORLD HISTORY****1 or 2 CREDITS****GRADES: 10 or 11 - 12****1 SEMESTER or 1 YEAR***Meets NCAA eligibility requirements*

This elective course will focus on topics not covered in the core social studies classes including ancient civilizations through modern times. This course can be taken for both semesters consecutively or students can choose semester one only or semester two only. Semester one will examine life and human interactions in ancient civilizations including the ancient Middle East, Egypt, Greece, Rome, and the Dark Ages. Semester two will focus on life and human interactions in Europe and the modern western world including Medieval Europe, the Renaissance and Reformation, the Absolutist Kings and Queens of Europe, the Enlightenment, the French Revolution, the Industrial Revolution, and the World Wars. In addition to reinforcing reading and writing skills, students will explore history through research projects, technology, and a variety of hands-on activities.

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**WORLD HISTORY HONORS *weighted course*****2 CREDITS****GRADE: 9****1 YEAR***Meets NCAA eligibility requirements*

*Prerequisite:* Application, successful completion of an essay on a writing prompt, minimum score of 18 on the reading and English portions of the Explore standardized test, teacher recommendations and approval by the department.

This course will be a demanding introduction to the major features of World History from 8000 B.C.E to 1450. Students entering this course will be challenged to develop their written and oral communication skills along with their problem solving and critical thinking abilities. The World History course is an introduction of the background and development of problem areas and issues which people must deal with today. Successful completion of a full year of this course is the pre-requisite for AP World History. This course replaces World Cultures credit for honors students. Students who successfully apply to the Social Studies Honors Program as sophomores will be placed in this course and will be required to take an AP skills test in May to determine readiness for AP U.S. History. Students will be required to complete a summer assignment prior to the start of the class. *This course fulfills one year of the State of Illinois' "writing intensive" requirement.*

## SOCIAL STUDIES

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### WORLD HISTORY IN FILM

1 CREDIT

GRADES: 9 - 10

1 SEMESTER

*This class is strongly recommended for Honors AP World History students.*

The World History in Film course allows the students to examine and express in written form what the connections are in movies to historical themes/events/figures/time periods. Students need to become critical thinkers in today's mass media influenced world. By learning to critique the films and other types of visual media that they watch, the students should learn not to take everything they see at face value but to question the authenticity of the source. There will be written requirements per film shown and discussed, which would be a minimum of 7 writing assignments that will be assessed using departmental/college board writing rubrics. Honors/AP World History students are encouraged to sign up for one semester during their 2-year program as this course is designed to enhance the historical topics covered in their curriculum. The films shown will enhance the background and help develop a clearer understanding of thematic connections for the AP students prior to taking the national exam.

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## SOCIAL STUDIES

### JOLIET JUNIOR COLLEGE SOCIAL STUDIES COURSES

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### PSCI 101 AMERICAN NATIONAL GOVERNMENT DC

1 H. S. CREDIT

GRADE: 12

1 SEMESTER

3 COLLEGE CREDITS

#### *Meets NCAA eligibility requirements*

**Prerequisite:** Completed JJC application online through [www.JJC.edu](http://www.JJC.edu). Completed the Accuplacer test at JJC with a score in Reading of 80-120 and in Writing of 7-8. Student has earned a minimum grade of "C" in all previous JJC classes. Students can also qualify with an SAT score of 500-800.

This dual credit course is an introduction to the structure, principles, processes, and problems of American government. The course examines the impact of foreign policy, dissent. Civil rights, and economic issues on contemporary American politics. It also analyzes the shaping of public policy by individuals and groups, both in and out of the government. This class will replace the required Government class for graduation. Space in this course is limited and will be contingent on timely completion of prerequisites. Registration priority will be determined by the completion date of the Accuplacer test. Accuplacer test results must be brought to your counselor no later than February 23, 2017. **Senior students will be provided the opportunity to receive College Credit through Joliet Junior College, in addition to high school credit. In the recent past, there has been no JJC tuition cost to students via a JJC waiver. If the waiver is not granted, students will be responsible for payment of JJC tuition and fees. Disclaimer - Dual Credit is subject to change based upon revisions made from Joliet Junior College. Minooka Community High School has no control over this entity. Each student is advised to check with the individual college/university s/he is interested in attending to verify if this JJC course will be accepted as a required or elective credit. This course fulfills one year of the State of Illinois' "writing intensive" requirement.**

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### HISTORY 103 (U.S. to 1865) DC

1 H. S. CREDIT

GRADE: 11

1 SEMESTER

3 COLLEGE CREDITS

#### *Meets NCAA eligibility requirements*

**Prerequisite:** Completed JJC application online through [www.JJC.edu](http://www.JJC.edu). Completed Accuplacer test at JJC with a score in Reading of 80-120 and in Writing of 7-8. Student has earned a minimum grade of "C" in all previous JJC classes. Students can also qualify with an SAT score of 500-800.

This is a survey course focusing on the history of the United States from exploration to Reconstruction. Superior reading and writing skills will be required because supplemental reading, in addition to the textbook, as well as weekly written work will be expected. A 4-5 page research paper is also required. Space in this course is limited and will be contingent on timely completion of prerequisites. Registration priority will be determined by the completion date of the Accuplacer test. Accuplacer test results must be brought to your counselor no later than February 23, 2017. **Junior students will be provided the opportunity to receive College Credit through Joliet Junior College, in addition to high school credit. In the recent past, there has been no JJC tuition cost to students via a JJC waiver. If the waiver is not granted, students will be responsible for payment of JJC tuition and fees. Disclaimer - Dual Credit is subject to change based upon revisions made from Joliet Junior College. Minooka Community High School has no control over this entity. Each student is advised to check with the individual college/university s/he is interested in attending to verify if this JJC course will be accepted as a required or elective credit.**

**This course fulfills one year of the State of Illinois' "writing intensive" requirement.**

**SOCIAL STUDIES**  
**JOLIET JUNIOR COLLEGE SOCIAL STUDIES COURSES**

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**HISTORY 104 (1865 TO PRESENT) DC**

**1 H.S. CREDIT  
3 COLLEGE CREDITS**

**GRADE: 11      1 SEMESTER**

*Meets NCAA eligibility requirements*

*Prerequisite: Completed JJC application online through [www.JJC.edu](http://www.JJC.edu). Completed Accuplacer test at JJC with a score in Reading of 80-120 and in Writing of 7-8. Student has earned a minimum grade of “C” in all previous JJC classes. Students can also qualify with an SAT score of 500-800.*

This is a survey course focusing on the history of the United States from Reconstruction to the present. Superior reading and writing skills will be required because supplemental reading, in addition to the textbook, as well as weekly written work will be expected. A 4-5 page research paper is also required. Registration priority will be determined by the completion date of the Accuplacer test. Accuplacer test results must be brought to your counselor no later than February 23, 2017. *Junior students will be provided the opportunity to receive College Credit through Joliet Junior College, in addition to high school credit. In the recent past, there has been no JJC tuition cost to students via a JJC waiver. If the waiver is not granted, students will be responsible for payment of JJC tuition and fees. Disclaimer - Dual Credit is subject to change based upon revisions made from Joliet Junior College. Minooka Community High School has no control over this entity. Each student is advised to check with the individual college/university s/he is interested in attending to verify if this JJC course will be accepted as a required or elective credit. This course fulfills one year of the State of Illinois’ “writing intensive” requirement.*

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**HISTORY 105 WESTERN CIVILIZATION I DC**

**1 H. S. CREDIT  
3 COLLEGE CREDITS**

**GRADE: 12      1 SEMESTER**

*Meets NCAA eligibility requirements*

*Prerequisite: Completed JJC application online through [www.JJC.edu](http://www.JJC.edu). Completed Accuplacer test at JJC with a score in Reading of 80-120 and in Writing of 7-8. Student has earned a minimum grade of “C” in all previous JJC classes. Students can also qualify with an SAT score of 500-800.*

This dual credit class is a survey of western civilization from earliest times to about C.E. 1500. Emphasis is on the evolution of human culture and institutions in order to provide students with an understanding of how and why civilizations develop as they do. The course is designed to make students aware of the contributions of ancient and medieval times to life in the present. Space in this course is limited and will be contingent on timely completion of prerequisites. Registration priority will be determined by the completion date of the Accuplacer test. Accuplacer test results must be brought to your counselor no later than February 23, 2017. *Senior students will be provided the opportunity to receive College Credit through Joliet Junior College, in addition to high school credit. In the recent past, there has been no JJC tuition cost to students via a JJC waiver. If the waiver is not granted, students will be responsible for payment of JJC tuition and fees. Disclaimer - Dual Credit is subject to change based upon revisions made from Joliet Junior College. Minooka Community High School has no control over this entity. Each student is advised to check with the individual college/university s/he is interested in attending to verify if this JJC course will be accepted as a required or elective credit.*

**SOCIAL STUDIES**  
**JOLIET JUNIOR COLLEGE SOCIAL STUDIES COURSES**

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**HISTORY 106 WESTERN CIVILIZATION II DC**

**1 H. S. CREDIT**  
**3 COLLEGE CREDITS**

**GRADE: 12**

**1 SEMESTER**

*Meets NCAA eligibility requirements*

*Prerequisite: Completed JJC application online through [www.JJC.edu](http://www.JJC.edu). Completed Accuplacer test at JJC with a score in Reading of 80-120 and in Writing of 7-8. Student has earned a minimum grade of “C” in all previous JJC classes. Students can also qualify with an SAT score of 500-800.*

This dual credit class is a survey of western civilization from about C.E. 1500 to the present. Emphasis is on the development of forms of social, economic, political, and cultural activities. The purpose is to increase the student’s awareness of what it means to be modern and to offer explanations of how and why the national communities of the western world moved toward modernity. The course concludes in the 20th century with the emergence of the world community of national states. Space in this course is limited and will be contingent on timely completion of prerequisites. Registration priority will be determined by the completion date of the Accuplacer test. Accuplacer test results must be brought to your counselor no later than February 23, 2017. *Senior students will be provided the opportunity to receive College Credit through Joliet Junior College, in addition to high school credit. In the recent past, there has been no JJC tuition cost to students via a JJC waiver. If the waiver is not granted, students will be responsible for payment of JJC tuition and fees. Disclaimer - Dual Credit is subject to change based upon revisions made from Joliet Junior College. Minooka Community High School has no control over this entity. Each student is advised to check with the individual college/university s/he is interested in attending to verify if this JJC course will be accepted as a required or elective credit.*

**A note for students registering for any of the JJC courses.** Students will receive grade reports from JJC and will be responsible for requesting a JJC transcript to get the 3 hours of college credit per course transferred to the college or university enrolled in after graduation from MCHS. This is not an AP course and no AP honors credit can be earned through it. Students desiring to earn a weighted grade should enroll in AP U.S. History, or AP United States Government and Politics, or AP European History. Space in this course is limited and will be contingent on timely completion of prerequisites. Registration priority will be determined by the completion date of the Accuplacer test. Accuplacer test results must be brought to your counselor no later than February 23, 2017.

## SPECIAL EDUCATION COURSE DESCRIPTIONS

### INTRODUCTION

The Special Education Department at Minooka Community High School offers a continuum of services for students who qualify for an Individualized Education Plan (IEP) based on an identified disability. Individualized Education Plans are reviewed annually, and re-evaluations are conducted every three years. An IEP team may be comprised of student, parents, regular education and special education teachers, deans, counselors, nurse, social work and school psychologist. The IEP team determines classes, accommodations and academic supports for students with disabilities. Students identified with a disability and who have an active IEP are assigned a case manager (special education teacher) who monitors the implementation of the IEP.

### COURSE OFFERINGS

|                    |                  |
|--------------------|------------------|
| Consumer Education | Math III         |
| English I          | Math IV          |
| English II         | Reading I and II |
| English III        | Resource         |
| English IV         | Speech           |
| Government         | U.S. History     |
| Math I             | World Cultures   |
| Math II            |                  |

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### *SPECIAL EDUCATION - ENGLISH*

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|                  |                  |                 |               |
|------------------|------------------|-----------------|---------------|
| <b>ENGLISH I</b> | <b>2 CREDITS</b> | <b>GRADE: 9</b> | <b>1 YEAR</b> |
|------------------|------------------|-----------------|---------------|

This class will concentrate on improving writing skills by focusing on basic grammar, parts of speech, punctuation, capitalization and sentence construction. Literary selections may include, but are not limited to, short stories, young adult fiction and nonfiction, and supplemental reading. **The curriculum, including assessments and assignments, will be adapted to meet individual student needs.**

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|                   |                  |                  |               |
|-------------------|------------------|------------------|---------------|
| <b>ENGLISH II</b> | <b>2 CREDITS</b> | <b>GRADE: 10</b> | <b>1 YEAR</b> |
|-------------------|------------------|------------------|---------------|

*Prerequisite:* Successful completion of level I English

This class will concentrate on continuing the improvement of writing skills, basic grammar, sentence construction and paragraph writing. The focus will be on building students' reading and writing skills through the use of different genres of literature for a variety of purposes. **The curriculum, including assessments and assignments, will be adapted to meet individual student needs.**

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|                    |                  |                  |               |
|--------------------|------------------|------------------|---------------|
| <b>ENGLISH III</b> | <b>2 CREDITS</b> | <b>GRADE: 11</b> | <b>1 YEAR</b> |
|--------------------|------------------|------------------|---------------|

*Prerequisite:* Successful completion of level II English

This class will reinforce fundamental writing mechanics and the basic skills of composition. Literary selections will offer a broad, basic understanding of literature through the presentation of various authors, themes, and styles. Further, each student will be offered the opportunity to gain an appreciation and awareness of the values of good literature. Test preparation for PSAT, ACT and SAT will be one component of the course throughout the year. **The curriculum, including assessments and assignments, will be adapted to meet individual student needs.**

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|                   |                  |                  |               |
|-------------------|------------------|------------------|---------------|
| <b>ENGLISH IV</b> | <b>2 CREDITS</b> | <b>GRADE: 12</b> | <b>1 YEAR</b> |
|-------------------|------------------|------------------|---------------|

*Prerequisite:* Successful completion of level III English

This class will reinforce the fundamental skills of reading and writing as students strive to improve their writing skills. Reading comprehension is also a major focus of the course. Post-secondary transition will be stressed through a variety of activities and simulations as students progress toward becoming lifetime learners. **The curriculum, including assessments and assignments, will be adapted to meet individual student needs.**



## ***SPECIAL EDUCATION - ENGLISH***

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|                         |                  |                           |               |
|-------------------------|------------------|---------------------------|---------------|
| <b>READING I AND II</b> | <b>2 CREDITS</b> | <b>GRADES: 9 - 10, 11</b> | <b>1 YEAR</b> |
|-------------------------|------------------|---------------------------|---------------|

*Prerequisite: Test scores and teacher recommendation*

This course utilizes the Stage B *READ 180* curriculum--an intensive reading intervention program proven to meet the needs of students whose reading achievement is below proficient level. The program directly addresses individual needs through adaptive and instructional software, high-interest literature, and direct instruction in reading comprehension and vocabulary skills. Students will use Stage B rbook and Stage B *READ 180* topic software. Students enrolled in Reading II will pick up in the program where they left off at the end of Reading I. Promotion to Stage C *Read 180* is dependent on individual growth of skills.

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|                             |                 |                            |                   |
|-----------------------------|-----------------|----------------------------|-------------------|
| <b>SPEECH COMMUNICATION</b> | <b>1 CREDIT</b> | <b>GRADES: 10, 11 - 12</b> | <b>1 SEMESTER</b> |
|-----------------------------|-----------------|----------------------------|-------------------|

Speech communication is a required course that will enable students to improve their communication skills, thus allowing them to gain confidence in their ability to speak meaningfully and easily in various situations. A variety of verbal presentations, such as informative, persuasive, demonstrative, impromptu, special occasion speeches, and oral reports will be required. The course will include attention to organization and researching skills, as well as critical analysis of one's speaking skills. **The curriculum, including assessments and assignments, will be adapted to meet individual student needs.**

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## ***SPECIAL EDUCATION - MATH***

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|               |                  |                 |               |
|---------------|------------------|-----------------|---------------|
| <b>MATH I</b> | <b>2 CREDITS</b> | <b>GRADE: 9</b> | <b>1 YEAR</b> |
|---------------|------------------|-----------------|---------------|

This course emphasizes Pre-Algebra skills including integer rules, equations and solving inequalities. Other skills covered include measure of central tendency, probability, linear equations, proportions and percents. **The curriculum, including assessments and assignments, will be adapted to meet individual student needs.**

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|                |                  |                  |               |
|----------------|------------------|------------------|---------------|
| <b>MATH II</b> | <b>2 CREDITS</b> | <b>GRADE: 10</b> | <b>1 YEAR</b> |
|----------------|------------------|------------------|---------------|

*Prerequisite: Successful completion of level I Math*

This course goes into greater detail with the concepts covered in Math I. Skills covered include central tendency, solving equations and solving inequalities. Other skills introduced in this course include systems of equation and exponents. **The curriculum, including assessments and assignments, will be adapted to meet individual student needs.**

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|                 |                  |                  |               |
|-----------------|------------------|------------------|---------------|
| <b>MATH III</b> | <b>2 CREDITS</b> | <b>GRADE: 11</b> | <b>1 YEAR</b> |
|-----------------|------------------|------------------|---------------|

*Prerequisite: Successful completion of level II Math*

This course focuses on Geometry skills. Other topics covered include polygons, similarity, area and volume. **The curriculum, including assessments and assignments, will be adapted to meet individual student needs.**

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|                |                  |                  |               |
|----------------|------------------|------------------|---------------|
| <b>MATH IV</b> | <b>2 CREDITS</b> | <b>GRADE: 12</b> | <b>1 YEAR</b> |
|----------------|------------------|------------------|---------------|

*Prerequisite: Successful completion of level III Math*

This course focuses on Algebra II skills. Algebra I skills are briefly reviewed. New topics include functions, systems of equations, factoring and polynomials. Other skills include rational expressions, radial equations, quadratic equation and conic sections. **The curriculum, including assessments and assignments, will be adapted to meet individual student needs.**



## *SPECIAL EDUCATION - SOCIAL STUDIES*

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|                           |                 |                        |                   |
|---------------------------|-----------------|------------------------|-------------------|
| <b>CONSUMER EDUCATION</b> | <b>1 CREDIT</b> | <b>GRADES: 11 - 12</b> | <b>1 SEMESTER</b> |
|---------------------------|-----------------|------------------------|-------------------|

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Consumer Education is designed to meet the state mandate in consumer proficiency. This modified course emphasizes the systematic decision-making process, consumers' rights and responsibilities, the market economy, career choices, supply-demand forces affecting prices, the role of government affecting decisions, saving, credit, and shopping for food, clothing, financial services, transportation, housing, and investments. **The curriculum, including assessments and assignments, will be adapted to meet individual student needs.**

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|                   |                 |                        |                   |
|-------------------|-----------------|------------------------|-------------------|
| <b>GOVERNMENT</b> | <b>1 CREDIT</b> | <b>GRADES: 11 - 12</b> | <b>1 SEMESTER</b> |
|-------------------|-----------------|------------------------|-------------------|

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This course is designed to meet the state requirement of adequate comprehension of the U.S. and Illinois Constitutions and protocol concerning respect for and display of the U.S. flag. In addition, students will participate in activities that will lead to understanding of the Declaration of Independence. The government course, is a one-semester, required course, which covers the structure and function of national, state, and local government with a focus on individual participation in the democratic process. **The curriculum, including assessments and assignments, will be adapted to meet individual student needs.**

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|                     |                  |                  |               |
|---------------------|------------------|------------------|---------------|
| <b>U.S. HISTORY</b> | <b>2 CREDITS</b> | <b>GRADE: 11</b> | <b>1 YEAR</b> |
|---------------------|------------------|------------------|---------------|

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**Prerequisite:** *Earning two World Cultures credits prior to enrolling in U. S. History. 11th grade transfer students will be allowed to concurrently enroll in a course to earn World Cultures credit and be enrolled in U. S. History.*

This course covers the scope of American history from exploration to current world events, giving historical perspective to the unique development of the United States and a thorough understanding of our democratic heritage. The course will stress the processing and utilizing of information in a variety of skills involving cognitive and analytical ability, as well as critical thinking skills. Active student involvement in the learning process will be encouraged. **The curriculum, including assessments and assignments, will be adapted to meet individual student needs.**

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|                       |                  |                 |               |
|-----------------------|------------------|-----------------|---------------|
| <b>WORLD CULTURES</b> | <b>2 CREDITS</b> | <b>GRADE: 9</b> | <b>1 YEAR</b> |
|-----------------------|------------------|-----------------|---------------|

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This is a required freshman course, which will provide a people-centered study involving an in-depth look at the world's major cultures. The study of each of these cultures will focus its history, present-day culture and geography, family life and structure, social organization, attitude on education, government, religious beliefs and institutions, economic life, political trends, and intellectual and artistic accomplishments of men and women within that culture. The study of each of the cultures will be supplemented by the development of reading, writing, research, geography, critical thinking, and study skills. The goal of the development of these skills will be to provide students with a basis for success in social studies classes. **The curriculum, including assessments and assignments, will be adapted to meet individual student needs.**

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## *SPECIAL EDUCATION - RESOURCE*

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|                                       |                  |                              |                   |
|---------------------------------------|------------------|------------------------------|-------------------|
| <b>RESOURCE</b> ( <i>repeatable</i> ) | <b>.5 CREDIT</b> | <b>GRADES: 9, 10, 11, 12</b> | <b>1 SEMESTER</b> |
|---------------------------------------|------------------|------------------------------|-------------------|

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This class provides academic support through reinforcement and clarification of concepts presented in either regular education or special education curriculum. Organization, test preparation, punctuality and on-task behavior are emphasized. Students work on skills needed to make continued progress on individualized goals and objectives.

# WORLD LANGUAGES COURSE SEQUENCE AND DESCRIPTION

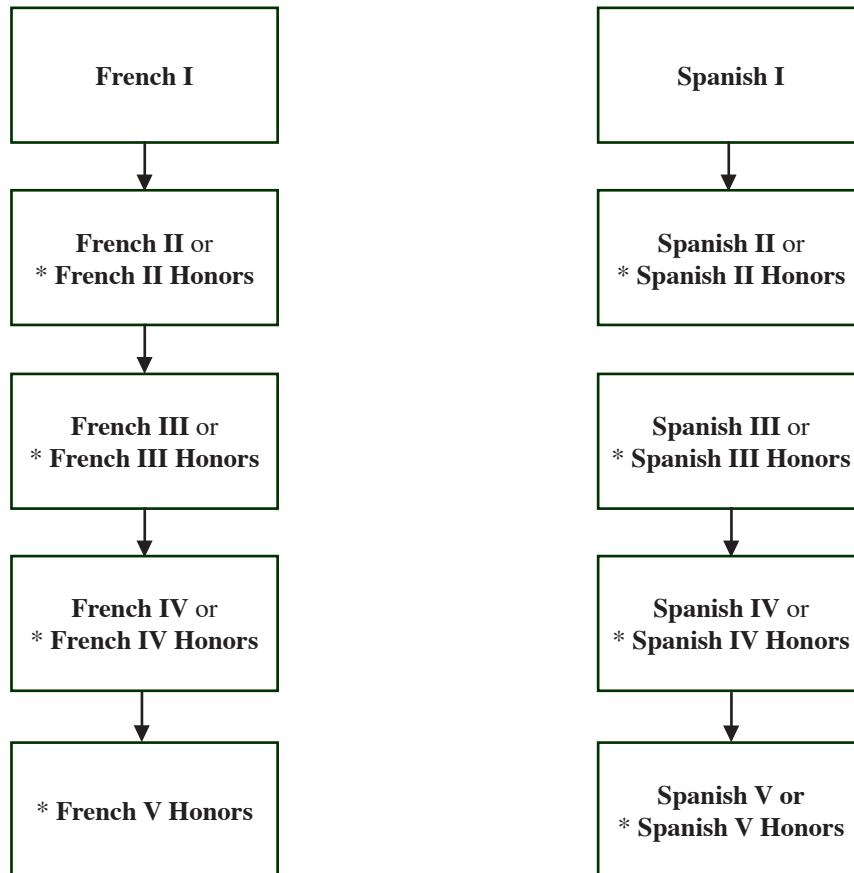
## INTRODUCTION

The Minooka Community High School World Language Department recognizes that the study of a foreign language is important to today's world. It encourages intellectual and cultural growth. It prepares the student to travel, live, and work among people of another culture. It opens the door to many career possibilities. Language studies also expand the student's awareness of himself as a person and as a member of his own culture. The student can compare and contrast ideas, thereby gaining a different perspective of his own society. This leads to the development of a global awareness and understanding.

## COURSE OFFERINGS

**French I, II, III, IV**  
**\*French II, III, IV and V Honors**  
**Spanish I, II, III, IV, V**  
**\*Spanish II, III, IV, and V Honors**

## WORLD LANGUAGES



\* = Weighted class

**Bold** = meets NCAA eligibility requirements

## WORLD LANGUAGES

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|                 |                  |                                  |               |
|-----------------|------------------|----------------------------------|---------------|
| <b>FRENCH I</b> | <b>2 CREDITS</b> | <b>GRADES: 9 - 10 or 11 - 12</b> | <b>1 YEAR</b> |
|-----------------|------------------|----------------------------------|---------------|

*Meets NCAA eligibility requirements*

*Prerequisite: Jr. High English/Reading grade of "C" or better.*

The French I course is an elective course, but a strong background in English is recommended. The course is designed to create an interest in the language. The student will be able to communicate (listening, speaking, reading, and writing) in basic communicative situations: talking about the family, school, interests, etc. They will be able to communicate in the present tense. They will be introduced to the French people, their country, and culture through films and projects.

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|                  |                  |                                  |               |
|------------------|------------------|----------------------------------|---------------|
| <b>FRENCH II</b> | <b>2 CREDITS</b> | <b>GRADES: 9 - 10 or 11 - 12</b> | <b>1 YEAR</b> |
|------------------|------------------|----------------------------------|---------------|

*Meets NCAA eligibility requirements*

*Prerequisite: Successful completion of French I, ("C" average recommended).*

Students will continue the basic communication skills of listening, speaking reading and writing and expand various vocabulary topics. The grammar lessons will review first year topics and will emphasize the second year topics on the past tense, pronoun usage, and agreement of forms. Projects will give practical uses of the language. The cultural lessons will visit various French speaking locations around the world

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|  |                  |                              |               |
|--|------------------|------------------------------|---------------|
| <b>FRENCH II HONORS <i>weighted course</i></b> | <b>2 CREDITS</b> | <b>GRADES: 10 or 11 - 12</b> | <b>1 YEAR</b> |
|--|------------------|------------------------------|---------------|

*Meets NCAA eligibility requirements*

*Prerequisite: An "A" average in French I and application/acceptance into Foreign Language Honors program.*

This course will be similar to French II, but will move at an accelerated pace. There will be more in depth coverage of grammar topics and there will be a higher expectation of language usage in the classroom. Participation in the National French Contest will be encouraged.

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|                   |                  |                              |               |
|-------------------|------------------|------------------------------|---------------|
| <b>FRENCH III</b> | <b>2 CREDITS</b> | <b>GRADES: 10 or 11 - 12</b> | <b>1 YEAR</b> |
|-------------------|------------------|------------------------------|---------------|

*Meets NCAA eligibility requirements*

*Prerequisite: Successful completion of French II, ("C" average recommended).*

French III is an upper level course which includes expression of ideas. Classroom instruction will be presented in French. More emphasis is placed on grammar topics and writing than the previous level. Conversations on various topics are included. Cultural units explore the French-speaking world in Africa and the Americas.

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|   |                  |                              |               |
|---|------------------|------------------------------|---------------|
| <b>FRENCH III HONORS <i>weighted course</i></b> | <b>2 CREDITS</b> | <b>GRADES: 10 or 11 - 12</b> | <b>1 YEAR</b> |
|---|------------------|------------------------------|---------------|

*Meets NCAA eligibility requirements*

*Prerequisite: Successful completion of French II Honors with a "C" or higher, or application and acceptance into the Foreign Language Honors Program.*

French III Honors is an upper-level course which includes a more advanced expression of ideas. Classroom instruction will be presented in French. More emphasis is placed on grammar topics and writing. Conversations on various topics are also included. Cultural units explore the French-speaking world in Africa and the Americas.

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|                  |                  |                        |               |
|------------------|------------------|------------------------|---------------|
| <b>FRENCH IV</b> | <b>2 CREDITS</b> | <b>GRADES: 11 - 12</b> | <b>1 YEAR</b> |
|------------------|------------------|------------------------|---------------|

*Meets NCAA eligibility requirements*

*Prerequisite: Successful completion of French III, ("C" average recommended).*

French IV will cover similar concepts as French IV Honors but at a modified pace. Classroom instruction will be presented in French. Emphasis will be placed on the topics of writing and grammar.

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|  |                  |                        |               |
|--|------------------|------------------------|---------------|
| <b>FRENCH IV HONORS <i>weighted course</i></b> | <b>2 CREDITS</b> | <b>GRADES: 11 - 12</b> | <b>1 YEAR</b> |
|--|------------------|------------------------|---------------|

*Meets NCAA eligibility requirements*

*Prerequisite: Successful completion of French III Honors with a "C" average or higher, or application and acceptance into the Foreign Language Honors Program.*

French IV Honors reviews the topics of writing and grammar. Classroom instruction will be presented in French. A survey of French history is included. Selected readings from major authors in French literature are a part of this course.

## WORLD LANGUAGES

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|   |                  |                  |               |
|---|------------------|------------------|---------------|
| <b>FRENCH V HONORS</b> <i>weighted course</i> | <b>2 CREDITS</b> | <b>GRADE: 12</b> | <b>1 YEAR</b> |
|---|------------------|------------------|---------------|

*Meets NCAA eligibility requirements*

*Prerequisite: Successful completion of French IV Honors with a “C” average or higher, or application and acceptance into the Foreign Language Honors Program.*

French V Honors allows the students to perfect their listening, speaking, reading, and writing skills. Authentic literature will be read and grammar structures will be reviewed. Students will have the option to take the AP Language exam. Tutorial sessions will be offered to prepare for the test.

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|                  |                  |                                  |               |
|------------------|------------------|----------------------------------|---------------|
| <b>SPANISH I</b> | <b>2 CREDITS</b> | <b>GRADES: 9 - 10 or 11 - 12</b> | <b>1 YEAR</b> |
|------------------|------------------|----------------------------------|---------------|

*Meets NCAA eligibility requirements*

*Prerequisite: Jr. High English/Reading grades of “C” or better.*

Spanish I introduces the student to basic sentence forms, both written and orally communicated. Conversational proficiency is an important element of the first-year studies. Major emphasis is placed on building a vocabulary. Supplementary materials dealing with Hispanic culture (holidays, foods, customs, etc.) are included.

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|                   |                  |                                  |               |
|-------------------|------------------|----------------------------------|---------------|
| <b>SPANISH II</b> | <b>2 CREDITS</b> | <b>GRADES: 9 - 10 or 11 - 12</b> | <b>1 YEAR</b> |
|-------------------|------------------|----------------------------------|---------------|

*Meets NCAA eligibility requirements*

*Prerequisite: Successful completion of Spanish I, (“C” average recommended).*

Spanish II both refines and expands first-year knowledge, adding verb tenses, and vocabulary. Further grammatical points are defined and explained. In this year, students leave the structured patterns of the beginning level and begin to express their own thoughts and ideas. Hispanic culture points are included to compare, contrast, and appreciate both our own and a different way of living.

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|   |                  |                                  |               |
|---|------------------|----------------------------------|---------------|
| <b>SPANISH II HONORS</b> <i>weighted course</i> | <b>2 CREDITS</b> | <b>GRADES: 9 - 10 or 11 - 12</b> | <b>1 YEAR</b> |
|---|------------------|----------------------------------|---------------|

*Meets NCAA eligibility requirements*

*Prerequisite: An “A” average in Spanish I and application/acceptance into Foreign Language Honors program. Freshmen registration only through successful placement exam process.*

Spanish II Honors is designed for those students who have demonstrated superior ability in the first-year course, and who would benefit from a more challenging presentation of both textual and enrichment materials. The course covers the current text, but provides additional ancillary activities and in depth opportunities to aid the students in achieving their optimal level of proficiency in the Spanish language to prepare them for college placement. Enhanced assessment tools will be utilized to differentiate the honors curriculum from regular level Spanish II.

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|                    |                  |                              |               |
|--------------------|------------------|------------------------------|---------------|
| <b>SPANISH III</b> | <b>2 CREDITS</b> | <b>GRADES: 10 or 11 - 12</b> | <b>1 YEAR</b> |
|--------------------|------------------|------------------------------|---------------|

*Meets NCAA eligibility requirements*

*Prerequisite: Successful completion of Spanish II, (“C” average recommended).*

Spanish III is a continuation of Spanish II in which the student refines basic and intermediate level vocabulary and grammar as well as acquires more advanced levels of language proficiency. Classroom instruction will be presented in Spanish. Regional cultural topics are emphasized as well as an emphasis on the students overall language proficiency in reading, writing, listening, speaking, and cultural understanding.

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|  |                  |                              |               |
|--|------------------|------------------------------|---------------|
| <b>SPANISH III HONORS</b> <i>weighted course</i> | <b>2 CREDITS</b> | <b>GRADES: 10 or 11 - 12</b> | <b>1 YEAR</b> |
|--|------------------|------------------------------|---------------|

*Meets NCAA eligibility requirements*

*Prerequisite: Successful completion of Spanish II Honors with a “C” average of higher, or application and acceptance into the Foreign Language Honors Program.*

Spanish III Honors is designed to offer the self-motivated student a more challenging education in Spanish. Classroom instruction will be presented in Spanish. Along with the acquisition of thematic vocabulary topics and presentation of more advanced grammatical structures; this course also includes more in depth discussion of regional and local cultural topics, and an introduction to Spanish and Latin American literature. Emphasis is placed on immediate application of newly acquired vocabulary and grammar through listening, writing, and reading of a variety of texts such as annotated readers, novels, or printed materials from the Spanish speaking world.

## WORLD LANGUAGES

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|                   |                  |                        |               |
|-------------------|------------------|------------------------|---------------|
| <b>SPANISH IV</b> | <b>2 CREDITS</b> | <b>GRADES: 11 - 12</b> | <b>1 YEAR</b> |
|-------------------|------------------|------------------------|---------------|

*Meets NCAA eligibility requirements*

*Prerequisite: Successful completion of Spanish III, (“C” average recommended).*

Review and further acquisition of additional vocabulary and verb tenses are a major portion of this course. Classroom instruction will be presented in Spanish. Students will read literary works such as *Don Quijote* or *El Cid*, as well as be given a unit on Spanish art.

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|   |                  |                        |               |
|---|------------------|------------------------|---------------|
| <b>SPANISH IV HONORS <i>weighted course</i></b> | <b>2 CREDITS</b> | <b>GRADES: 11 - 12</b> | <b>1 YEAR</b> |
|---|------------------|------------------------|---------------|

*Meets NCAA eligibility requirements*

*Prerequisite: Successful completion of Spanish III Honors with a “C” average or higher, or application and acceptance into the Foreign Language Honors Program.*

The material covered in this class continues to build upon that of Spanish III. Classroom instruction will be presented in Spanish. The pace and learning emphasis of this class are rigorously aimed at college placement and continued study of the Spanish language. Review and further acquisition of additional vocabulary and verb tenses are a major portion of this course. Students will read literary works such as *Don Quijote* and/or *El Cid*, as well as study Spanish Art.

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|                  |                  |                  |               |
|------------------|------------------|------------------|---------------|
| <b>SPANISH V</b> | <b>2 CREDITS</b> | <b>GRADE: 12</b> | <b>1 YEAR</b> |
|------------------|------------------|------------------|---------------|

*Meets NCAA eligibility requirements*

*Prerequisite: Successful completion of Spanish IV or Spanish IV Honors.*

This course is designed for students who have successfully completed Spanish IV or Spanish IV Honors and have an interest in continuing learning the Spanish language as well as Spanish and Latin American culture. Students will continue refining and improving their language skills in reading, writing, speaking, listening, and cultural understanding as well as continued language usage through interpretive, interpersonal, and presentational means of communication. Students will be expected to produce language at the intermediate-low to intermediate-mid level of proficiency and performance according to the Illinois State Standards for World Languages and the ACFTL proficiency and performance guidelines.

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|  |                  |                  |               |
|--|------------------|------------------|---------------|
| <b>SPANISH V HONORS <i>weighted course</i></b> | <b>2 CREDITS</b> | <b>GRADE: 12</b> | <b>1 YEAR</b> |
|--|------------------|------------------|---------------|

*Meets NCAA eligibility requirements*

*Prerequisite: Successful completion of Spanish IV Honors with a “C” average or higher, or application and acceptance into the Foreign Language Honors Program.*

Spanish V Honors allows the students to enhance their listening, speaking, reading, and writing skills. Authentic literature will be read and grammar structures will be reviewed. Classroom instruction will be presented entirely in Spanish. Students will have the option to take the AP Language exam. Tutorial sessions **MAY** be offered to prepare for the test.

## ***GRUNDY AREA VOCATIONAL CENTER***

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All Grundy Area Vocational Center (GAVC) courses are designed as two-year programs. Students can elect to take one year of a program and not return for year two with the exception of cosmetology. Students in this program receive four hours of classroom and practical work experience each day. Due to GAVC schedule students attending GAVC might not be able to attend all assemblies. All students who elect to attend GAVC classes are expected to be familiar with rules that relate to conduct and discipline at the Center and/or cosmetology. Attendance in this program is a privilege not a right. The study hall period prior to and the bus ride to Morris is considered to be part of the GAVC experience. If behavioral infractions occur in either place, discipline will be assigned. If the student accumulates 3 behavioral infractions they will be removed from the GAVC program. Any violation of a safety or security nature may result in the student being immediately removed from GAVC. At that time, they will have their class schedule changed and assigned two (2) resource classes at MCHS and reimbursement of any fees will not be given. Discipline-related incidents will be handled by the Center and referred back to Minooka Community High School. If a student is suspended from Minooka Community High School the student is not allowed to attend classes at GAVC and the absences at GAVC will be unexcused. Students are also reminded that their continued attendance at GAVC is dependent upon their behavior riding the bus to and from GAVC. GAVC students are required to sign a behavioral contract that parents receive a copy of. Copies of this contract are available upon request in the Deans office. In addition, for sequential courses, such as Building Trades I & II, if a student earns a D for the final semester grade of the course, the student will not be allowed to continue to the next course without teacher recommendation. If a student earns an F for the final semester grade of the course in a sequential course, the student will not be allowed to continue to the next course. **GAVC students will not be sold a parking permit if they still owe previous school fees and/or need to meet any previous school obligations.**

Beginning with the class of 2016, MCHS students must achieve Junior grade-level status by earning 26 credits by the first day of the new academic year in order to maintain enrollment in any GAVC course.

### **Physical Education Waivers**

**Juniors and Seniors** attending Grundy Area Vocational Center may be waived from physical education, provided they are enrolled in four academic courses at MCHS deemed necessary to pursue postsecondary education or to complete any deficiencies accrued in courses during the freshman or sophomore year. Any student, deficit in physical education credits (less than two at the end of sophomore year), will not be eligible for this waiver.

### **CREDITS**

Six credits a year will be issued for successfully completing a GAVC course.

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## **BUSINESS MARKETING AND MANAGEMENT**

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### **COMPUTER GRAPHICS & MULTIMEDIA DESIGN I**

**6 CREDITS**

**GRADES: 11 - 12**

**1 YEAR**

*Prerequisite: None*

This interactive multimedia course provides occupational preparation for careers in the digital design and multimedia world. Students will master a wide variety of skill sets ranging from graphic design image editing, page layout design, web design, to video and audio editing, and motion graphics and visual effects. They will learn to utilize complex equipment such as HD video cameras, digital cameras, and green screen technology. Software used includes: *Adobe Photoshop, Adobe InDesign, Adobe Illustrator, Adobe Dreamweaver, Adobe Premiere Pro, Adobe Encore, Adobe After Effects, Adobe Audition, and Adobe Flash Pro.* This is a great opportunity for students to express themselves creatively with computers.

College Credits may be earned during this program through Joliet Junior College. Disclaimer - Dual credit is subject to change based upon revisions made from Joliet Junior College. GAVC has no control over this entity. ***This course fulfills one semester of the "computer application" graduation requirement.***

**GRUNDY AREA VOCATIONAL CENTER**  
**BUSINESS MARKETING AND MANAGEMENT**

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**COMPUTER GRAPHICS & MULTIMEDIA DESIGN II**

**6 CREDITS**

**GRADE: 12**

**1 YEAR**

*Prerequisite: Computer Graphics & Multimedia Design I, with a C grade or better.*

Students will apply and expand their knowledge and skills acquired in Computer Graphics & Multimedia Design I. Students are afforded the opportunity to select a software area of interest from Computer Graphics & Multimedia Design I, and focus intently on it. Further, students will also develop professionalism while playing an active role in a student centered T-shirt printing company called Express Impress. They will participate in situations closely resembling actual on-the-job situations. Through these experiences, students will gain insight into the work environment, thereby assisting in their own transition from school to the workplace.

College Credits may be earned during this program through Joliet Junior College. Disclaimer - Dual credit is subject to change based upon revisions made from Joliet Junior College. GAVC has no control over this entity. *This course fulfills one semester of the "computer application" graduation requirement.*

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**GRUNDY AREA VOCATIONAL CENTER**  
**CRIMINAL JUSTICE**

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**CRIMINAL JUSTICE I**

**6 CREDITS**

**GRADES: 11 - 12**

**1 YEAR**

*Prerequisite: None*

Students will be educated in a wide range of criminal justice topics such as law enforcement, corrections, parole, probation, court system, security management, current legal issues, terrorism, as well as other related areas of our criminal justice system. The purpose of the course is to provide students with basic information to understand our criminal justice system and/or to pursue a career in the criminal justice field, both public and private.

College Credits may be earned during this program through Joliet Junior College. Disclaimer - Dual Credit is subject to change based upon revisions made from Joliet Junior College. GAVC has no control over this entity.

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**CRIMINAL JUSTICE II**

**6 CREDITS**

**GRADE: 12**

**1 YEAR**

*Prerequisite: Successful completion of Criminal Justice I with a "C" or better.*

Criminal Justice II will continue to reinforce and enhance the knowledge and skills learned from Criminal Justice I. In addition, Criminal Law and the Juvenile Justice System will be studied. Students may be provided the opportunity to participate in an internship program with outside agencies by demonstrating the necessary knowledge and desire to succeed in such program.

College Credits may be earned during this program through Joliet Junior College. Disclaimer - Dual credit is subject to change based upon revisions made from Joliet Junior College. GAVC has no control over this entity.

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**GRUNDY AREA VOCATIONAL CENTER**  
**HEALTH SCIENCE TECHNOLOGY**

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**FIRE SCIENCE I**

**6 CREDITS      GRADES: 11 or 12**  
**REGIONAL COURSE #F101**

**1 YEAR**

*Prerequisite: None*

The Fire Science I course is designed to provide a basic understanding of the fire protection career field and to prepare the fire science student for entry into the Fire Science II program. It is, further, intended to prepare the student for entry into a State approved firefighter certification program and/or a college or university Fire Technology degree program.

The curriculum is based on the standards established by the Illinois State Board of Education, the Illinois State Fire Marshal's office, the National Fire Protection Association, the National Fire Academy, the Department of Transportation, the Department of Public Health, and the Fire and Emergency Services National Professional Development Model. Students will learn about a variety of career choices available within the field of fire protection, and the knowledge, skills and abilities which are required of each.

The course of study will include the following domains: Basic First-Aid and CPR (2 credits); Orientation and Organization; Fire Hose; Fire Streams; Firefighter Safety and Health; Firefighter Personal Protective Equipment; Water Supply; Fire Department Communications; Fire Behavior; Building Construction; Portable Fire Extinguishers; Ground Ladders; Fire Control; Introduction to Hazardous Materials; the Incident Command System; Work Ethic; and Human Relations.

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**FIRE SCIENCE II**

**6 CREDITS      GRADE: 12**  
**REGIONAL COURSE #F201**

**1 YEAR**

*Prerequisite: Fire Science I, with a C grade or better.*

The Fire Science II course is designed to provide a solid foundation of knowledge and skills to prepare the fire science student for entry into a State approved firefighter certification program and/or a college or university Fire Technology degree program. It is, further, intended to prepare the student for the annual *Skills USA* competition.

The curriculum is based on the standards established by the Illinois State Board of Education, the Illinois State Fire Marshal's office, the National Fire Protection Association, the National Fire Academy, the Department of Transportation, the Department of Public Health, and the Fire and Emergency Services National Professional Development Model. Students will expand upon the knowledge and skills acquired during the Fire Science I program and gain technical proficiency through hands-on application and repetitive drills.

This advanced course of study will include the following domains: Ropes & Knots; Fire Control; Loss Control; Ventilation; Protecting Fire Science Evidence; Fire Prevention & Public Education; Rescue & Extrication; Forcible Entry; Fire Detection; Alarm, and Suppression Systems; Basic Pre-hospital Emergency Medical Care; Hazardous Materials Operations; Firefighter Safety & Health; Incident Command; and Employability Skills. This course emphasizes skill development in the operation of firefighting tools and equipment in order to develop psychomotor skills (Job Performance Requirements) and physical strength and endurance.

The course will include first-hand experience with the typical employment selection process. Students will take a series of mock entry-level skills assessment tests, written exams, and oral interviews. Students will be assessed on their knowledge, skill and ability, appearance and dress, behavior, and overall comfort level with the typical assessment instruments utilized by the industry during the firefighter selection process.

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**HEALTH OCCUPATIONS I**

**6 CREDITS      GRADES: 11 - 12**

**1 YEAR**

*Prerequisite: None*

This course includes skills to prepare the health science student for a solid foundation in the health care field. The student receives instruction in the basic fundamentals of patient care both in theory and clinical practice. The student will develop basic skills in body mechanics, medical asepsis, ethics, safety and medical terminology, as well as personal care of patients. Participation in clinical practice at local health care facilities provides the student with actual hands-on experience in a variety of situations. Students are required to complete a physical and 2 step TB test to participate in clinical practices. Upon successful completion of the course, the student will be prepared to take the State Certified Nursing Assistant exam. Students must maintain an 80% or better throughout the course in order to qualify to take the State Certified Nursing Assistant exam. Health Occupations Students of America is also an integral part of this program.

College Credits may be earned during this program through Joliet Junior College. Disclaimer - Dual credit is subject to change based upon revisions made from Joliet Junior College. GAVC has no control over this entity.

**GRUNDY AREA VOCATIONAL CENTER**  
**HEALTH SCIENCE TECHNOLOGY**

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**HEALTH OCCUPATIONS II**

**6 CREDITS**

**GRADE: 12**

**1 YEAR**

*Prerequisite: Successful completion of Health Occupations I with an 80% or better. Successful completion of the Certified Nursing Assistant Examination.*

The course includes skills to prepare the health science student for a specific career in the health science and technology field. The student will be exposed to a variety of occupations in both nursing and an allied health field. The first semester will provide reliable and realistic information about health careers with exploratory learning experiences. The student will be exposed to additional knowledge in medical language, medical math, anatomy and physiology, and job skills training. Students will develop a portfolio for working in the health care industry. HOSA becomes more involved both in the classroom as well as in the local communities, providing a more competitive edge for the student. HOSA continues to be an important part of the curriculum with numerous opportunities in leadership training, community service and personal development.

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**INDUSTRIAL ORIENTED**

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**ACE: ARCHITECTURE, CONSTRUCTION MANAGEMENT, ENGINEERING 6 CREDITS GRADE: 12 1 YEAR**

*Prerequisite: None*

The ACE program is designed to provide the student with a broad overview of the skills and knowledge necessary to pursue an exciting career in the architecture/construction/engineering field. Through relevant and challenging college courses, the student will receive a solid foundation in the introductory and fundamental coursework in the professional tracks of the building industry. The ACE program has been designed for those students interested in the built environment and are considering career pathways in the field of architecture, engineering or construction management. With 12 hours of college credit to be earned, the student will explore each discipline and can apply those credits to the track best suited to their interest for further study.

Each discipline, Architecture, Construction Management and Engineering, has an introductory course intended to provide the student an insight into the different career alternatives and the educational and professional path available in that discipline. Beyond career exploration, each introductory class also covers the terminology, processes, skills, and industry specific content to give the student a full snapshot of not just that discipline, but how all disciplines in the building industry work together to build our communities. In addition, the ACE program includes a course in Blueprint reading designed to provide the proper knowledge and skills to be able to read a set of blueprints; a fundamental, required skill for all disciplines and individuals in the building industry. The students will also receive their OSHA 10 Construction Safety card, an industry credential, by successfully completing a 1-½ day weekend training course in the program.

Also included is an introductory course in Sustainability. While the content covers sustainability in the AEC industry, it also introduces the basic fundamentals in sustainability as a societal, global, multi-discipline approach. The course serves as a general education credit in the pursuit of many associate and advanced degrees.

Students will need their own transportation to and from class. They will be dual enrolled earning high school and college credit for ARCH 100, CM 100, EGR 105/AEC 299, AEC 106, OPS 111 and SET 100, a total of 12 credits (see page 2 for course descriptions). Students will need their own transportation to and from class. They will be dual enrolled earning high school and college credit for the above listed courses.

**GRUNDY AREA VOCATIONAL CENTER**  
**INDUSTRIAL ORIENTED**

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**AIM: ADVANCED INTEGRATED MAINTENANCE      6 CREDITS      GRADE: 12      1 YEAR**  
*Prerequisite: None*

This senior only program is offered in partnership with Joliet Junior College and will be held at Main Campus on Houbolt Rd., Joliet, IL. Students will participate in four separate college courses building skills and awareness in industrial maintenance, industrial fluid power, basic wiring/circuit design and electrical controls for heating, ventilation, and air conditioning systems. The AIM program will provide students with the core education and technical hands-on skills to further pursue careers in the advanced manufacturing sector. The demand for highly skilled technicians continues to grow everyday right here in our district.

In the Industrial Maintenance Technology courses, students will learn about OSHA safety programs, maintenance physics, hand and power tools, precision measuring, technical diagrams and assembly prints, fastening devices, lubrication, basic pump operation, and basic pipefitting procedures. Building on that knowledge, study will continue on the principles of hydraulics and pneumatics as applied to the basic theory of fluids and typical industrial circuits. Students will build fluid power circuits as applied to industrial applications.

In addition, students will learn the fundamentals of electrical and electronic circuits, including the calculation and measurement of voltage, current, resistance and power with emphasis placed on safe meter usage, print reading and exposure to a variety of electrical technologies currently used in industry including: introductory residential wiring, operation of AC motors, industrial solid-state devices, variable frequency drives, industrial controls, and single-phase/three-phase power distribution. Also included are the skills necessary to safely use electronic test equipment on low- and high-voltage components, and the details of installation, service, troubleshooting, and repairs on various types of electrical controls, circuits and components in the HVAC industry.

Students will need their own transportation to and from class. They will be dual enrolled earning high school and college credit for IMT101, IMT121, HVAC120, and EEAS101, a total of 13 credits.

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**AUTOMOTIVE TECHNOLOGY I      6 CREDITS      GRADES: 11 - 12      1 YEAR**  
*Prerequisite: None*

This course is National Automotive Technicians Education Foundation (NATEF) accredited. The course covers shop orientation and safety procedures including use of the lifts and hand tools. The core content will focus on tire repair and replacement procedures, vehicle fluid services, basic brake system service and operation, steering and suspension service with alignments, basic automotive electrical system operation and repair, and engine performance diagnostic procedures. Students will have the opportunity to learn about engine disassembly and reassembly as well as theory of operations.

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**AUTOMOTIVE TECHNOLOGY II      6 CREDITS      GRADE: 12      1 YEAR**  
*Prerequisite: Automotive Technology I, with a C grade or better.*

This course focuses on advanced automotive systems and service procedures. It will go more in depth in diagnosing and repairing customer vehicles and repairing vehicle faults created by the instructors. This course will also go more in depth in braking systems to include anti-lock brakes and brake boosters. Students will diagnose alignment issues and perform alignment work on customer vehicles. Second year students will have a larger focus on engine performance diagnosis covering everything from fuel, ignition, exhaust, starting and charging, and emission system diagnosis and repair. Air bag and passenger restraint system safety and procedures will also be covered along with advanced electrical diagnostics with vehicle computer systems and components. Students will have an opportunity to earn the Automotive Service Excellence (ASE) Maintenance & Light Duty Repair Certificate upon successfully passing the test.

College Credits may be earned during this program through Joliet Junior College. Disclaimer - Dual credit is subject to change based upon revisions made from Joliet Junior College. GAVC has no control over this entity.

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**BUILDING TRADES I      6 CREDITS      GRADES: 11 - 12      1 YEAR**  
*Prerequisite: None*

Students explore various trades that are involved in constructing a home. This includes safety, technical math, lay-out and excavation, concrete and masonry, carpentry, electrical wiring, plumbing, heating and air conditioning, painting and decorating as well as landscaping. As the students come to know what is involved in the different areas of construction, they will be able to make an informed choice as to which area of the building trades they would like to pursue as a vocation.

**GRUNDY AREA VOCATIONAL CENTER**  
**INDUSTRIAL ORIENTED**

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|                           |                  |                  |               |
|---------------------------|------------------|------------------|---------------|
| <b>BUILDING TRADES II</b> | <b>6 CREDITS</b> | <b>GRADE: 12</b> | <b>1 YEAR</b> |
|---------------------------|------------------|------------------|---------------|

*Prerequisite: Building Trades I, with a C grade or better.*

Students explore various trades that are involved in constructing a home. This includes safety, technical math, lay-out and excavation, concrete and masonry, carpentry, electrical wiring, plumbing, heating and air conditioning, painting and decorating as well as landscaping. As the students come to know what is involved in the different areas of construction, they will be able to make an informed choice as to which area of the building trades they would like to pursue as a vocation.

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|--|------------------|------------------------|---------------|
| <b>COMPUTER MAINTENANCE TECHNOLOGY I</b> | <b>6 CREDITS</b> | <b>GRADES: 11 - 12</b> | <b>1 YEAR</b> |
|--|------------------|------------------------|---------------|

*Prerequisite: None*

This course focuses on computer hardware and software. Students will learn how to build, configure, maintain, and troubleshoot computer hardware, peripherals, mobile devices, and operating system software. Instruction will be given on installing and configuring various operating systems as well as installing, diagnosing, repairing and replacing faulty hardware components. Communication with the customer is also an integral part of the curriculum. Students will develop the skills needed to work in the field of computer maintenance and repair, and the necessary foundational skills to prepare the for a variety of Information Technology fields. A combination of hands-on classroom learning, online curriculum, and text-based content engage students in the real-world tasks of computer maintenance and repair. Keeping up with current trends in technology keeps learners on the cutting-edge of this ever changing field.

Upon course completion, students will be prepared to sit for the Comp TIA A+ certification exam. The instruction the students receive will be up to date and mapped fully to Comp TIA's current A+ Exam. The exam is not given at GAVC. Students will also learn the basics of cable terminations and installation, computer shop safety, basic electricity and electrical safety, as well as soldering. The practical application of employability skills, such as workplace ethics, customer service, and work habits is also included. This course is a prerequisite for CMT II and is open to juniors and seniors.

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|---|------------------|------------------|---------------|
| <b>COMPUTER MAINTENANCE TECHNOLOGY II</b> | <b>6 CREDITS</b> | <b>GRADE: 12</b> | <b>1 YEAR</b> |
|---|------------------|------------------|---------------|

*Prerequisite: Successful completion of CMT I, with a C grade or better.*

Year two of the CMT course focuses on the Cisco CCNA Routing and Switching curriculum. The course provides an integrated and comprehensive coverage of networking topics, from fundamentals to advanced applications and services, while providing opportunities for hands-on practical experience and career skills development. Students learn the basics of routing, switching, and advanced technologies to prepare for the Cisco CCENT and CCNA certification exams, networking related degree programs, and entry-level networking careers. The course emphasizes critical thinking, problem solving, collaboration, and the practical applications of skills. Students will be prepared to take the Cisco CCENT certification exam after completing a set two courses or the CCNA Routing and Switching certification exam after completing a set of four courses. The curriculum also helps students develop workforce readiness skills and builds a foundation for success in networking-related careers and degree programs.

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|-----------------------------------|------------------|------------------|---------------|
| <b>HEAVY EQUIPMENT TECHNOLOGY</b> | <b>6 CREDITS</b> | <b>GRADE: 12</b> | <b>1 YEAR</b> |
|-----------------------------------|------------------|------------------|---------------|

*Prerequisite: Acceptance into program*

This program is designed to train students for careers as heavy equipment mechanics. Heavy equipment includes equipment such as cranes, bulldozers, front-end loaders, rollers, backhoes, and hoists. Emphasis will be on the fundamentals as it relates to diesel engines and fuel systems used in heavy equipment. This program will introduce students to units of measurement, electron theory, wiring diagrams, schematics and symbols, basic principles of hydraulics, basic engine components, intake and exhaust systems, basic principles of hydraulics, basic engine components, intake and exhaust systems, introduction of welding and power train functions. Students must have steel toed boots and purchase program shirts at an estimated cost of \$43.50.

College credits are earned during the program through Joliet Junior College. Disclaimer - Dual credit is subject to change based upon revisions made from Joliet Junior College. GAVC has no control over this entity.

**This off-campus class is available through an application process only.** Students will be drug-tested and must meet minimum requirements. The class is located at ASIP-Local 150 in Wilmington. Students must provide their own transportation for this program.

**GRUNDY AREA VOCATIONAL CENTER**  
**INDUSTRIAL ORIENTED**

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|----------------------------------|------------------|------------------------|---------------|
| <b>WELDING AND FABRICATION I</b> | <b>6 CREDITS</b> | <b>GRADES: 11 - 12</b> | <b>1 YEAR</b> |
|----------------------------------|------------------|------------------------|---------------|

*Prerequisite: None*

This class trains students for a career in Metal Fabrication. Whether your goal is simply to fabricate ideas in your garage, build your own chopper, fabricate a race car or go on to a career in construction such as an ironworker, pipe fitter, heavy equipment operator, sheet metal worker, and auto body repair. This class will teach all types of welding and cutting used readily today such as Plasma Arc Cutting, Oxy Fuel Cutting, Stick Welding, Tig Welding, and Mig Welding. You will also possess the knowledge to set up the latest in cutting edge welding equipment for various welding processed and applications.

College Credits may be earned during this program through Joliet Junior College. Disclaimer - Dual credit is subject to change based upon revisions made from Joliet Junior College. GAVC has no control over this entity.

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|-----------------------------------|------------------|------------------|---------------|
| <b>WELDING AND FABRICATION II</b> | <b>6 CREDITS</b> | <b>GRADE: 12</b> | <b>1 YEAR</b> |
|-----------------------------------|------------------|------------------|---------------|

*Prerequisite: Welding and Fabrication I, with a C grade or better.*

This class will take your welding ability to the next level. Depending on your future goals, we will tailor your second year to give you the edge needed in today's work force or college. Second year welding students find themselves doing more fabrication from blueprints and shop drawings. Most two-year dedicated well applied students come straight out of GAVC right into welding jobs in local Industry.

College Credits may be earned during this program through Joliet Junior College. Disclaimer - Dual credit is subject to change based upon revisions made from Joliet Junior College. GAVC has no control over this entity.

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**GRUNDY AREA VOCATIONAL CENTER**  
**PERSONAL SERVICES**

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|--------------------|------------------|------------------------|----------------|
| <b>COSMETOLOGY</b> | <b>6 CREDITS</b> | <b>GRADES: 11 - 12</b> | <b>2 YEARS</b> |
|--------------------|------------------|------------------------|----------------|

*Prerequisite: Basic Math, Science, Reading and Anatomy*

Students will receive training at the Franklin Cosmetology Institute, located in downtown Morris. The goal of the program is to adequately prepare students through training, theory, and practical in order to successfully pass the Illinois state requirements to become a professional, licensed cosmetologist. Students participate in both classroom and practical experiences. Training in this field provides for career opportunities as a hair designer, hair coloring technician, beauty and skin care advisor. To become a professional cosmetologist, the State of Illinois requires 1500 hours of training and mastery of skills from an accredited cosmetology school and the successful passing of the State Board exam.

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|------------------------|------------------|------------------------|---------------|
| <b>CULINARY ARTS I</b> | <b>6 CREDITS</b> | <b>GRADES: 11 - 12</b> | <b>1 YEAR</b> |
|------------------------|------------------|------------------------|---------------|

*Prerequisite: None*

The Culinary Arts program will provide student opportunity to build interest and skill in essential and advanced culinary theory and techniques. Students will gain exposure and training in both lecture and lab experiences necessary to advance towards future study and practice in the culinary profession. Areas of study may include: Foodservice History, Sanitation & Safety; Equipment Usage; Basic & Technological Aspects in Foodservice Preparation; Nutrition; Classical Cooking; Ordering, Purchasing, Receiving & Inventory Controls; Customer Relations; Vocational Ethics.

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|-------------------------|------------------|------------------------|---------------|
| <b>CULINARY ARTS II</b> | <b>6 CREDITS</b> | <b>GRADES: 11 - 12</b> | <b>1 YEAR</b> |
|-------------------------|------------------|------------------------|---------------|

*Prerequisite: Culinary Arts I*

The Culinary Arts program will provide students the opportunity to expand their knowledge and skill base gained in Culinary Arts I. Students will develop advanced cooking skill and technique and increase their understanding of critical culinary and business theory. Areas of study may include: Foodservice History, Sanitation & Safety; Equipment Usage; Advanced Aspects in Foodservice Preparation; Nutrition; Classical Cooking; Ordering, Purchasing, Receiving & Inventory Controls; Customer Relations; Vocational Ethics.

**GRUNDY AREA VOCATIONAL CENTER**  
**PERSONAL SERVICES**

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**EARLY CHILDHOOD I**

**6 CREDITS**

**GRADES: 11 - 12**

**1 YEAR**

*Prerequisite: None*

First year students will receive an introduction to child development principles, learning environments, curriculum development, health, safety, and nutrition. They are also introduced to special education topics such as: autism, attention deficit disorder, and inclusions. They will begin learning the components of writing lesson plans for Early Childhood. They are given three different clinical experiences during their first year. Following this training, off-campus sites in the home-school community will be used to provide at least three days per week for observational and practical experiences involving children. Three, two-month practicum experiences will be available for the beginning student.

\* Students must have a current physical with a T.B. skin test, and driver's license.

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**EARLY CHILDHOOD II AC**

**6 CREDITS**

**GRADE: 12**

**1 YEAR**

*Prerequisite: Successful completion of Early Childhood I, with a C grade or better.*

The Early Childhood II program is available to those returning seniors who wish to continue exploring the components of education from birth to age eight. Topics discussed throughout the second year include the history and philosophy of early childhood education, child guidance and observation, diversity issues, and portfolio development. They will also learn to write detailed plans as well as discuss common core standards in order to implement those lessons while attending clinical.

Students will participate in off-campus clinical experiences in the student's home community by assisting at local public schools, preschools, or childcare facilities. Upon completion of the second year, students will receive three hours of articulation from Joliet Junior College if they attend Joliet Junior College upon graduation from high school.

\* Students must have a current physical with a T.B. skin test, and driver's license.



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